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# Cambodian

Language Guide

July 2015

Cambodian 1.2

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## Cambodian Recommended Grammar Sequence

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# MAJOR LANGUAGE LEARNING ACTIVITIES

## GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

### SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

### PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

### GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.



## MISSIONARY-DIRECTED ACTIVITIES

### TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

### LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

## TEACHER-DIRECTED ACTIVITIES

### GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activities is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activities in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

### COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

## BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, “How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?”

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.

To do this as a language-learning missionary:

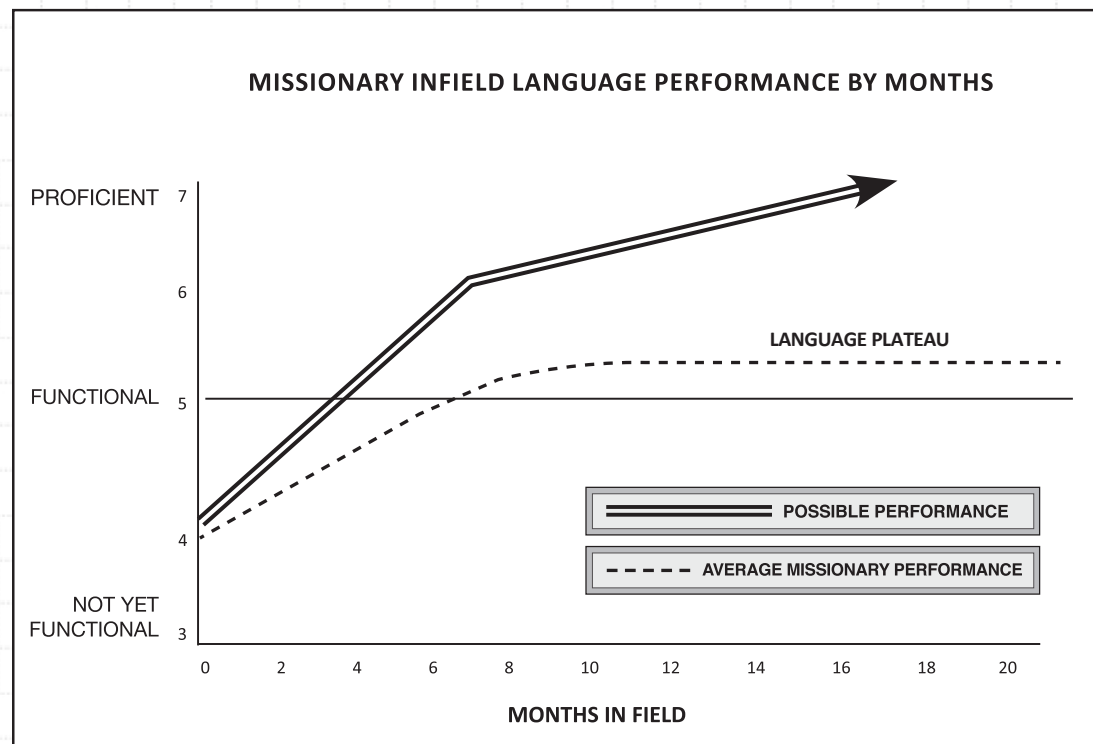
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

## CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

**ALL YOU NEED TO LEARN** your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel*.

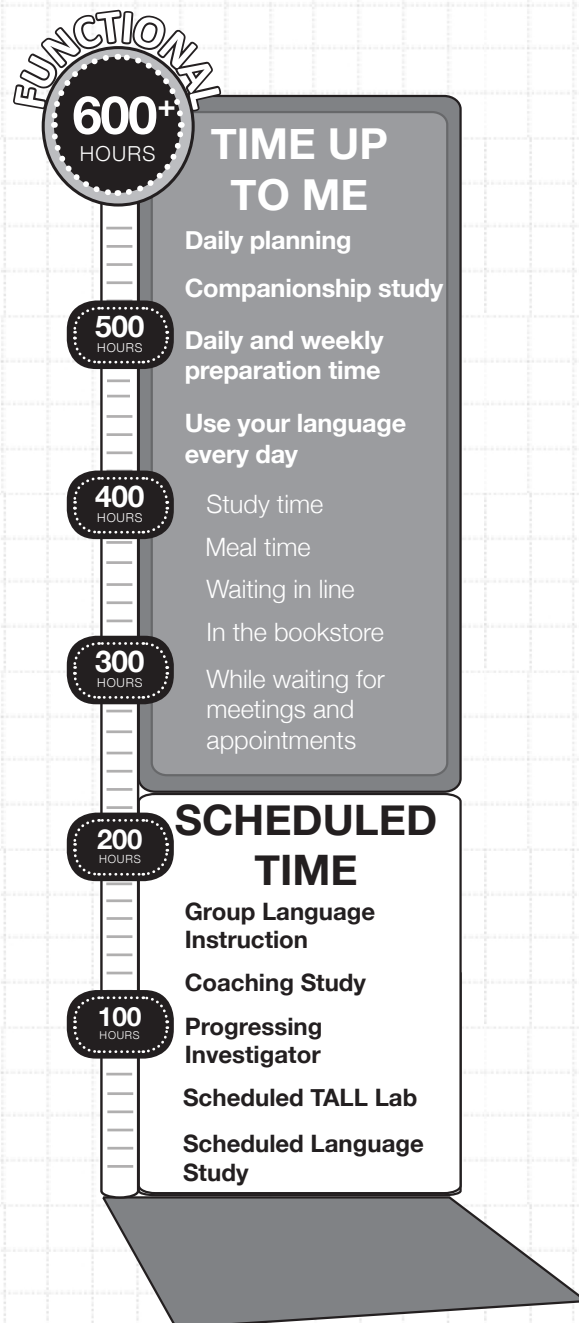
### What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. “Don’t be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people” (*Missionary Satellite Broadcast*, Aug. 1998).



# HOW FAR WILL **YOU** REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but “do not stop improving your language skills once people begin to understand you” (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities (*Preach My Gospel*, 128). A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

## DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

## WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

# VISION, GOALS, PLANS, AND ACCOUNTABILITY

## ESTABLISH A VISION

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A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to “speak from the heart in [my] own terms... speak out of [my] own conviction” (*Preach My Gospel*, 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines “with clarity and power” (*Preach My Gospel*, p. 20).
- Be able to “expound the scriptures when [I] teach” (*Preach My Gospel*, p. 182).

## SET INSPIRED GOALS

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A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

## CREATE AND EXECUTE PLANS

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Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

## ACCOUNT FOR YOUR EFFORTS

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Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

## LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.



**YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.**

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

## LANGUAGE MATERIALS

*Preach My Gospel* says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

## MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

### REMEMBER:

1. Learn the things to teach your investigator, and
  2. Learn what you need communicate throughout the day.
- 

## WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

### STUDY PLAN

#### GOALS

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#### PLANS

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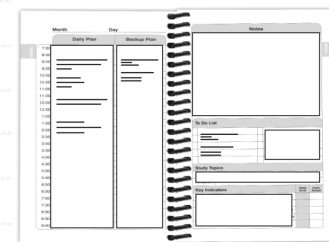
**EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:**

### A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

## A CALENDAR OR PLANNER TO DECIDE:

- **When, where, and how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.



## EXAMPLE PLAN # 1

### My LANGUAGE Study Plan

#### THIS WEEK'S GOALS: [WHAT]

- MEMORIZE & USE ALL NEW GRAMMAR
- LEARN 100 MORE WORDS
- LEARN 40 MORE PHRASES
- MEMORIZE 5 SCRIPTURES
- SYL 12 HOURS EACH DAY
- READ A CHAPTER/DAY IN THE BOOK OF MORMON

#### STUDY PLANS: [HOW]

- USE EVERY MOMENT WELL
- USE THE STUDY IDEAS FROM OUR TEACHER [HOW TO MEMORIZE, HOW TO PRONOUNCE]
- ASK TEACHER FOR THINGS TO IMPROVE [SAY DIFFERENTLY] AFTER EACH LESSON
- CHOOSE SCRIPTURES, WORDS, & PHRASES FROM WHAT OUR INVESTIGATOR NEEDS
- DAILY LEARN RATE: 15 WORDS, 6 PHRASES, 1 SCRIPTURE. READ BOOK OF MORMON & STUDY GRAMMAR AFTER THAT. SYL ALL THE TIME.
- MEMORIZING SCRIPTURES: STUDY THEM IN ENGLISH DURING PERSONAL STUDY. START LEARNING THEM IN THE LANGUAGE DURING LANGUAGE STUDY. PRACTICE THEM WALKING TO MEALS & WHEN WAITING.
- WORDS & PHRASES: START PICKING THEM DURING COMPANION STUDY. FINISH CHOOSING & FIGURING THEM OUT DURING LANGUAGE STUDY & TALL. REVIEW & GET THEM DOWN DURING MEALS & OTHER SLOW TIMES.
- GRAMMAR: STUDY IT DURING LANGUAGE STUDY & TALL. HAVE COMPANION QUIZ ME ON IT 3X THIS WEEK.
- SYL: TRY REALLY HARD TO SAY THINGS. LOOK THINGS UP & FIND OUT HOW TO SAY THEM. THEN SAY THEM. FIX ALOT OF MISTAKES (80 PER 20+/DAY). TRY TO SYL THROUGH EVERY MEAL. MAYBE ALL DAY SUNDAY TOO.

#### INVESTIGATOR: [WHY]

- IF I STUDY HARD & USE THE LANGUAGE ALL THE TIME, I'LL SPEAK BETTER WHEN I TEACH.
- IF I WORK HARD & AM WORTHY, I CAN PRAY FOR THE GIFT OF TONGUES & I WILL RECEIVE IT. I MUST ASK FOR IT IN PRAYER.
- REVIEW PLAN, ESPECIALLY LONG TERM GOALS EVERY DAY. KEEP FOCUSED ON PREACHING TO THE PEOPLE WITH POWER!
- STUDY PREACH MY GOSPEL & SCRIPTURES ABOUT MY PURPOSE, CULTURE, & THE GIFT OF TONGUES.
- PRAY CONSTANTLY ABOUT THE PEOPLE IN MY MISSION.

What do you see in these sample plans that you hadn't considered?

Month JANUARY Day 15 TUESDAY

	Daily Plan	Backup Plan
7:00	BREAKFAST/ADD. STUDY	SYL
8:00	PROGRESSING INV.	LISTEN FOR WORDS & LOOK THEM UP
9:00	FUNDAMENTAL - ROLE OF HOLY GHOST	
9:30		
10:00	COACHING, MISSIONARY ST.	ERROR CORRECTION & SUGGESTIONS
10:30	PERSONAL STUDY	
11:00		
11:30		
12:00	LUNCH SYL	
12:30		
1:00	LANGUAGE STUDY	
1:30		
2:00	CLASS - Comp. Study	PRACTICE FOR TRC (GRAMMAR CORRECTION)
2:30		
3:00	TRC - RESTORATION	USE WHAT I STUDIED
3:30		
4:00	COACH. MISSIONARY STUDY	
4:30		
5:00	DINNER [MEMORIZE WHILE IN LINE]	
5:30		
6:00	GYM	
6:30		
7:00		
7:30	TALL - MTC CORE GRAMMAR	
8:00		
8:30	ADDITIONAL STUDY	Comp. LANGUAGE QUIZ EVAL. GOALS, PLAN LANGUAGE FOR TOMORROW
9:00	DAILY PLANNING	

[WHEN]

Notes

New Words

MOLITVA  
BOGI  
VJERA

To Do List

CORRECT 20+ ERRORS	
MEMORIZE: 1 SCRIPTURE, 15 WORDS, & 6 PHRASES	

Study Topics

Personal	
Companion	
Key Indicators	Daily Goal Daily Actual
Lessons taught to investigators with a member present	
Other lessons taught	
Referrals	Received Contacted
New Investigators	



## EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
<u>Weekly Plans</u>	Make Weekly language study plan	Teach John "The Restoration"	TRC teaching a volunteer	Follow-up visit with Krista	Follow-up visit with John	Teach Krista "The Plan of Salvation"	Teach John "The Plan of Salvation"
		<u>My Plan:</u> 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	<u>My Plan:</u> 1. Get to know volunteer. 2. Share a simple overview of The Restoration.	<u>My Plan:</u> 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	<u>My Plan:</u> 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	<u>My Plan:</u> 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	<u>My Plan:</u> 1. Ask him a few simple questions about his beliefs. 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

What else would you want to include in your language study plan?

### Monday:

- a.) Teach John how to pray
  - i.) Study "The Restoration" pamphlet "How can I know?" in the language.
    - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
    - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
  - ii.) Study command form for giving directions about how to pray.
    - (1.) Conjugate 5 verbs in the command form. (7 minutes)
    - (2.) Say all my commands in the mission language all day.
  - iii.) Practice with my companion, get feedback, and repractice. (8 minutes)
- b.) Invite him to read the Book of Mormon and pray about it.
  - i.) Study the grammar materials to extend, "Will you..." questions (5 minutes)
    - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
    - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
  - ii.) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
  - iii.) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

### Long-term Goals:

- ▷ Finish all grammar lessons before leaving MTC
- ▷ 2,000 words, 500 phrases by 6 months
- ▷ Speak fluently by 12 months

### ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

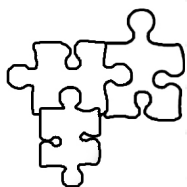






## STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



## STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.



## STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.



## STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.



## STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

## FREQUENCY OF SPACED REVIEWS:

1 2

NEW  
VOCABULARY

3

NEW  
VOCABULARY

4

NEW  
VOCABULARY

5

NEW  
VOCABULARY

6

NEW  
VOCABULARY

7

NEW  
VOCABULARY

## PREPARING FOR THE FIELD

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

### ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

### ACTIVITY: APPLY GRAMMAR Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

### ACTIVITY: APPLY GRAMMAR

#### Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

### ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.



# INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

## GRAMMAR PRINCIPLE

### HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

## APPLICATION ACTIVITY

Each board display is followed by an application activity based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.

## QUESTION WORDS

This section has words or phrases used to form questions with the board display.

## EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

Tener (Common Expressions) (Spanish for Missionaries, p. 25)

Cuánto(a/s) (no)

How much

Sí,

Yes,

No,

No,

¿Por qué

Why

Porque

Because

Tengo

I have (am)

tenemos

(we) have

tiene

(you) have

tiene

(you all) have

tiene

(he/she) has

mucho

very

mucho(a)

very

poco (a)

a little

miedo

afraid of

miedo a/de

afraid of

ganar de

to feel like doing something

diecinueve años

nineteen years (old)

sueño

to be sleepy (tired)

hambre

hungry

sed

thirsty

calor

hot

frio

cold

frio

cold

a los perros

dogs

hablar a las personas

of talking to people

ser rechazado

of being rejected

estar en esta área

of being in this area

ser un misionero

of being a missionary

enseñar a las personas

of teaching people

predicar el evangelio

of preaching the gospel

¿Tiene mucho sueño?

Are you very sleepy?

Sí, tengo mucho sueño.

Yes, I am very sleepy.

No, no tengo sueño.

No, I am not sleepy.

¿Cuántos años tiene?

How old are you?

Tengo diecinueve años.

I am nineteen years old.

1. When negating, the "no" goes between the subject and the verb: El no tiene miedo a los perros.

2. When using "cuánto" to ask a question, the noun comes before the verb. ¿Cuántos años tiene?

Function: Asking about and expressing a state of being

Context: Helping your companion on the first day of his/her mission

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Application Activity

Scenario

The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will badly be hungry and tired.

Practice:

Missionary A.

You will take the role of the trainer. Ask the missionary about the following:

— If he/she is hungry, tired, cold, etc.

— How old he/she is

— If he/she is afraid of anything

Missionary B.

You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example

Missionary: ¿Tiene hambre?

New Missionary: Sí, tengo hambre.

Re-practice:

You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A.

You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:

— If the missionary is afraid of something

— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")

— If the missionary feels confident

Missionary B.

Use the board display as a guide to answer missionary A accordingly.

Example

Missionary Leader: ¿Tiene miedo de hablar a la gente?

Missionary: No, tengo miedo de ser rechazado.

Additional Contexts

• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening

Productive Skill: Speaking

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## NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

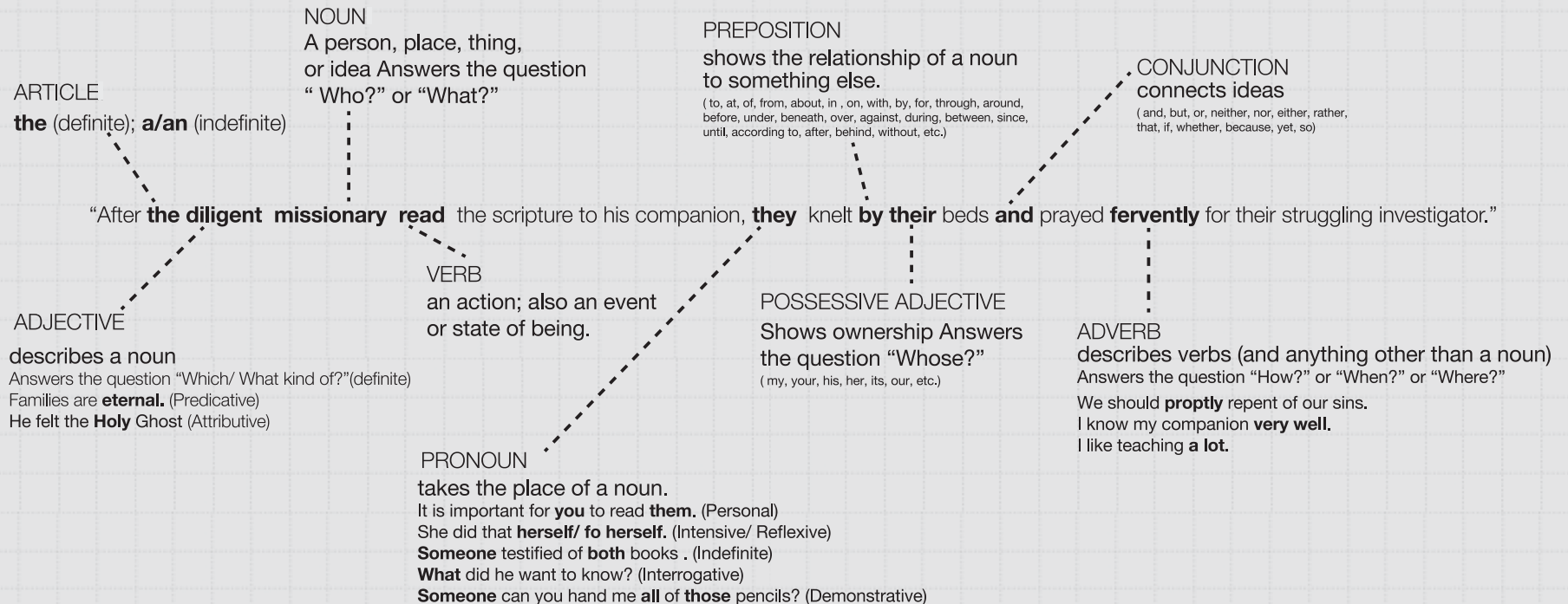
## FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication. The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

## RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.



**INTERJECTION**  
any emotional greeting or exclamation.

**SUBJECT**  
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are “the diligent missionary” and “they.”

**DIRECT OBJECT**  
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is “the scripture.”

**INDIRECT OBJECT**  
**to whom** or for whom an action is intended (word or phrase). The indirect object in the sentence above is “his companion.”

**PREPOSITIONAL PHRASE**  
all the words to which a preposition refers; it also includes the preposition itself. Prepositional phrases in the sentence above include “by their beds” and “for their struggling investigator.”

**PASSIVE VOICE**  
the subject of the sentence undergoes the action of the verb.

**Active voice:** God called Joseph  
**Passive voice:** Joseph was called (by God)  
**Active voice:** We make mistakes.  
**Passive voice:** Mistakes are made

**VOWELS**  
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

**CONSONANTS**  
any other letter (obstructed air flow)

**REFLEXIVE VERBS**  
the subject is also the object.  
(get baptized, get ready, get dressed)

**INTRANSITIVE VERBS**  
have no direct object (disappear, smile, die, repent, pray)

**CLAUSE**  
a group of words with a subject and a verb.

**INDEPENDENT CLAUSE**  
can stand alone as a sentence.

**DEPENDENT CLAUSE**  
cannot stand alone as a sentence.

**PREDICATE**  
the part of the clause that is not the subject

**I am a missionary.** (Nominal)  
**Jesus is kind.** (Adjective)

## FREQUENTLY ASKED QUESTIONS

### WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

*Asking about and expressing a state of being*

*Asking about and expressing possession or ownership*

*Asking about and describing objects, people, and their characteristics*

*Asking about and expressing desire, need, preference, ability, intention, or purpose*

*Asking about and describing actions and events*

*Asking and answering questions of contrasting attitudes, emotions, and feelings*

*Asking and answering questions of time, date, and location*

*Asking and answering questions of quality, quantity, number, and sequence*

*Asking and answering questions of cause and effect*

*Narrating experiences and telling stories*

### WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

### WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

### WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

### IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.



## Consonants and Sub-consonants\*

## Vowels

## Independent Vowels

ក	ខ	គ	ឃ	ង
kw	khw	koo	khoo	ŋoo
ច	ឆ	ជ	ឈ	ញ**
chw	chw	coo	choo	ŋoo**
ដ	ត	ឌ	ឍ	ណ
dww	thw	doo	thoo	nww
ភ	ក	ត	ឆ	ន
tw	thw	too	thoo	noo
ប	ផ	ព	ភ	ម
bww	phw	poo	phoo	moo
យ	រ	ល	វ	ស
yoo	roo	loo	voo	sw
ហ	ឡ	អ	**cəŋ ្រoo also may be a "្រ" as in ្រ	
hww	lww	?ww		

អា	អិ	អឺ	អី	អ៊
aa/ia	e/i	ei/ii	u/u	uu/uu
អុ	អូ	អួ	អើ	អឺ
o/u	oo/uu	ua/ua	aa/əə	ua/ua
អៀ	អេ	អែ	អៃ	អោ
ia/ia	ee/ee	ae/ɛɛ	ai/ɛi	ao/oo
អា	អំ	អំ	អាំ	អះ
au/əo	om/um	om/om	am/oam	ah/eah
អុះ	អេះ	អោះ	អះ	អាំង
oh/uh	eh/ih	oh/uah	a?/ea?	an/ear

ឺ=អិ	ឺ=អិ	
e	ei	
ឡ=អុ	ឡ=អូ	ឡ=អួ
o	oo	ow
ឡ=អែ	ឡ=អែ	ឡ=អោ
ai	ae	au
ឡ=រ	ឡ=រ	
ឡ=លី	ឡ=លី	
lɛ	lɛ	
ឡ=អោ(យ)	ឡ=អោ(យ)	
ao(y)	ao(y)	

Numbers									
០	១	២	៣	៤	៥	៦	៧	៨	៩

ៗ	ៗ
repeater	ៗ = ប+

\*consonants that are boxed/shaded are weak consonants

## Didactics

	ៗ	ៗ	ៗ	ៗ	ៗ	ៗ
ៗ + ៗ = ៗ	oo + [ប្រព័ន្ធម្ម] + ៗ = u	oo -> ៗ	ៗ -> oo	silences consonant	silences consonant	ៗ + ៗ = ៗ+ៗ+ៗ
ៗ + ៗ + ៗ = a	oo + [all other cons.] + ៗ = uə	bww -> pww				ៗ + ៗ = ៗ+ៗ+ៗ
oo + ៗ + [ក្រិតយង] + ៗ = ea	oo + ៗ + [all other cons.] + ៗ = oa					ៗ = ai/ɛi

# Cambodian Script Chart

ក	ខ	គ	ឃ្ម	ង	អា	អិ	អ៊	អី	អ៊ី	តិ=អិ	ញ៉=អ៊ី	
ច	ឆ	ជ	ឈ្ម	ញ	អុ	អូ	អ្ន	អើ	អឿ	ឧ=អុ	ឧ=អូ	ឌី=អ្ន
ន	ប	រ	ល្ម	រ្ម	អៀ	អេ	អែ	អៃ	អោ	ព្វ=អែ	ង=អែ	ឌី=អោ
ត	ល	ទ	ឆ	ឆ	អោ	អុំ	អំ	អាំ	អះ	ប្រ=រី	ប្រ=រី	
ប្ប	ផ	ព	ភ	ម	អុះ	អេះ	អោះ	អះ	អាំង	ព្វ=លី	ព្វ=លី	
ឃ្ម	ផ	ល	រ	ស្ម	០ ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩					ឲ្យ=អោ(យ) ឱ្យ=អោ(យ)		
ហ	ឡ	អ										

ក	ខ	គ	ឃ	ង	អា	អិ	អឺ	អី	អ៊	ឥ=អិ	ឺ=អឺ	
ច	ដ	ន	ឈ	ញ	អុ	អូ	អ្ន	អើ	អឿ	ឧ=អុ	ឯ=អូ	ឺ=អ្ន
រ	ស	ខ	ឡ	ដា	អៀ	អេ	អែ	អៃ	អោ	ឮ=អែ	ង=អៃ	ឺ=អោ
ត	ថ	ទ	ធ	ដ	អៅ	អំ	អំ	អាំ	អះ	ឬ=រ	ឬ=រ	
ប្ប	ផ	ព	ភ	ម	អុះ	អេះ	អោះ	អះ	អាំង	ឮ=លី	ឮ=លី	
យ	រ	ល	វ	ស្ប	០ ១ ២ ៣ ៤ ៥ ៦ ៧ ៨ ៩					ឲ្យ=អោ(យ) ឱ្យ=អោ(យ)		
ហ	ឡ	អ										

## Review

Look over the following vocabulary from today's in-class instruction:

Nouns		Prepositions		Places	
neakphsɔpphsaaysaasnaa	missionary	pii	from	brooteeh ?aameerik	America / U.S.A
Sistəə	Sister	nɔo	(location marker)	brooteeh kampucia	Cambodia
chmuah	name	Adjectives		brooteeh kanadaa	Canada
neak	you (generic)	sok	healthy	brooteeh ?ɔŋkleeh	England
bɔɔŋ broh / bɔɔŋ srei	older brother / older sister	sabbay	happy, fun	roat ?aariisoona	Arizona
koat / puak koat	he, she, him, her / they, them	l?ɔɔ	good, well	roat kaliifɔɔŋaa	California
khñom / puak khñom	I, me / we, us	Question Words		roat koloraadoo	Colorado
puakkee	they	tau	(question word)	roat phlɔɔriidaa	Florida
ɛɛldəə	Elder	tee	(question - yes/no?)	roat ?aidaahoo	Idaho
b?oon broh / b?oon srei	younger brother / younger sister	nɔo naa	where	roat niivaadaa	Nevada
?ovpuk	father	neak naa	who	roat riigen	Oregon
mdaay	mother	?avei	what	roat tecsaah	Texas
lookkruu/neakkruu	teacher (male/female)	Other Common Phrases		roat yuutaa	Utah
Verbs		baat	yes (male)	roat vaasiintaon	Washington
bɔmraɯ	to serve	caa	yes (female)	tii kroŋ loŋ biic	Long Beach
mook	to come	?ɔt tee	no	tii kroŋ phnom penh	Phnom Penh
kɯ cia	to be (is, are, am)	?ɔɔkun	thank you	khaet battɔmbɔŋ	Battambang
tɔo	to go	nɯŋhaɯy	you got it! / that's right!	khaet siam riab	Siem Reap
chmuah	to be named	cumriablia	goodbye!		
nɯŋ	will (helping verb)	som tooh	excuse me, sorry		
min mɛɛn cia	to not be (is not, am not)	min ?ei tee	no problem		

### Practice:

Introduce yourself in Cambodian today to three missionaries who are in your branch but not in your district.

**Teacher Note:** Missionaries may or may not be able to learn all the material presented in a single task in one instruction block. You should focus your instruction on a few key sentences and vocabulary words (MTC Teacher Guide, p 66) to help them be able to perform the task. Other sentences can be learned individually or in a later instruction period as needed.

Greeting
cumriabsua! <i>Hello!</i>
tau ខ្ញុំ/Siistə* sok sabbay tee? <i>How are you?</i>
khñom sok sabbay. coh lookkruu/neakkruu viñ? <i>I'm fine. And you?</i>

?	Noun	chmuah	Noun
tau ?	ប្អូន you	chmuah named	?avei? what?
	ខ្ញុំ I		_____. (Your name)

?	Subject	Verb	Location	tee?
tau ?	ខ្ញុំ/Siistə Elder / Sister	mook pii come from  nhej bomrae nhej will serve (location)	naa? where?	
	khñom I		brooteeh ?aameerik U.S.A.	tee? yes/no?
	koat He, She		roat yuutaa Utah	
	daikuu robh khñom my companion		tii kron phnom penh Phnom Penh	
	ប្អូន broh you (older brother)		brooteeh kampucia Cambodia roat kaliifoonaa California	

?	Noun	ក្មេង	Noun	tee?
tau ?	khñom I	ក្មេង is/am/are	neakphsəpphsaaysaasnaa. missionary	
	puakkhñom/puakkoat We/They		neak naa? who	tee? yes/no?
	ប្អូន srei you (older sister)		sistə _____. Sister ____.	
	koat He, She		daikuu robh khñom. my companion.	
	ប្អូន you		ខ្ញុំ _____. Elder ____.	

?	Subject	Verb	nhej	Location	tee?
tau ?	ខ្ញុំ / Siistə Elder / Sister	mian have	samaacik kruasaa ponmaan neak? members family how many people?		
	khñom I		ប្អូន broh older brother	muay one	tee? yes/no?
	koat He, She		ប្អូន srei older sister	pii two	
	ប្អូន you		b?oon broh younger brother	bei three	
	ខ្ញុំ _____. Elder ____.		b?oon srei younger sister	buan four	

\*When teaching investigators, you should address them as ប្អូន, not ខ្ញុំ / Siistə or lookkruu/neakkruu

**Required:**

### Practice:

Share with your companion 5 sentences that you can use at the beginning of your appointment with your progressing investigator tomorrow.

Nouns	
neaknoamsaa	messenger
preah	God
preahvobeidaa sua	Heavenly Father
koon broh	son
preah riaca?botraa	Son (royal)
preahyeesuukrih	Jesus Christ
kooncau	children
neak tɔmnaaŋ	representative
dɔmnəŋ lʔɔɔ	gospel
pyiakaarei	prophet
preahkompīi moomoon	Book of Mormon
yoosaeb smiit	Joseph Smith
preahbɔntoal	words
ciivit nih	this life
peel veelia	time
dɔmnəŋ lʔɔɔ nɛi preahyeesuukrih	gospel of Jesus Christ
truən	He/She/Him/Her (royal)

Verbs	
kəu cia	to be (is/am/are)
bɔŋrian	to teach
sɔlaŋ	to love
cɔŋ	to want
?aoy	to cause
cuay	to help
dəknoam	to lead / direct
koorop prote?bat	to obey
Question Words	
tau	(question particle)
?avei	what
neak naa	who
tee	(question - yes/no?)
Possessive terms	
robɔh	(possessive)
nɛi	of (possessive)

Nouns from Verbs	
seckdeisɔlaŋ	love
kaasaaklbɔɔŋ	testing
Conjunctions	
haəynəŋ	and
nəŋ	and (list)
pontae	but

## Review

Subject	ក្មេង ជា	Object
puak khñom <i>We</i>	ក្មេង ជា <i>are/am</i>	neakphsəpphsaaysaasnaa <i>missionaries</i>
khñom <i>I</i>		neaknoamsaa <i>messenger</i>

Subject	ក្មេង ជា	Object	poss.	Object
yəəŋ <i>we (all inclusive)</i>	ក្មេង ជា <i>is/am/are</i>	kooncau <i>children</i>	robəh	preah <i>God</i>
preahyeesuukrih <i>Jesus Christ</i>		preahriaca?botraa <i>Son</i>		preah <i>Heavenly Father</i>
preahkompīi moomoon <i>The Book of Mormon</i>		preahbontoal <i>word(s)</i>		preahyeesuukrih <i>Jesus Christ</i>
yoosaeb smiit <i>Joseph Smith</i>		pyiakaarei <i>prophet</i>		preah <i>God</i>
puak khñom <i>we (exclusive)</i>		neak tɔmnaaŋ <i>representatives</i>	nɛi <i>of</i>	preahyeesuukrih <i>Jesus Christ</i>
ciivit nih <i>This life</i>		peel veelia <i>time</i>		kaasaaklbəəŋ <i>testing</i>
preah <i>God</i>		neak naa? <i>who</i>		
dəmnəŋ lʔəə nɛi preah yeesuukrih <i>gospel of Jesus Christ</i>		?avei? <i>what</i>		

## Possessive Phrase

Object	possessive	Noun
preahvobeidaa sua <i>Heavenly Father</i>	robəh <i>(possessive particle)</i>	yəəŋ <i>We, us (all inclusive)</i>
kooncau <i>children</i>		preahvobeidaa sua <i>Heavenly Father</i>
koon broh <i>son</i>		preahvobeidaa sua <i>Heavenly Father</i>
preahriaca?botraa <i>Son (godly son)</i>		preahvobeidaa sua <i>Heavenly Father</i>
pyiakaarei <i>prophet</i>	nɛi <i>of (possessive)</i>	preah <i>God</i>
preah bōntoal <i>word(s)</i>		preah <i>God</i>
neak tōmnaaŋ <i>representative</i>		preahyeesuukrih <i>Jesus Christ</i>
dəmnəŋ l?əə <i>gospel</i>		preahyeesuukrih <i>Jesus Christ</i>
seckdeisrolaŋ <i>love</i>		preahvobeidaa sua <i>Heavenly Father</i>

Subject	Verb	Object
dəmnəŋ l?əə nɛi preahyeesuukrih <i>gospel of Jesus Christ</i>	kəə ជា <i>is</i>	preah bōntoal robəh preah <i>God's words</i>
pyiakaarei <i>Prophets</i>	bəŋrian <i>teach</i>	preah bōntoal robəh preahyeesuukrih <i>Jesus Christ's words</i>
preahvobeidaa sua <i>Heavenly Father</i>	sərolaŋ <i>loves</i>	kooncau robəh truəŋ. <i>His children</i>
preahvobeidaa sua <i>Heavenly Father</i>	dəknoam <i>leads / directs</i>	pyiakaarei robəh truəŋ <i>His prophets</i>

Subject	Verb	(to cause)	Object	Verb	Object
preahvobeidaa sua robəh yəəŋ <i>Our Heavenly Father</i>	cəŋ <i>wants</i>	?əoy <i>to cause</i>	yəəŋ <i>us</i>	koorop prəte?bat <i>obey</i>	preahbōntoal robəh truəŋ <i>His words</i>
dəmnəŋ l?əə nɛi preahyeesuukrih <i>gospel of Jesus Christ</i>	cuay <i>help</i>	?əoy <i>to cause</i>	yəəŋ <i>us</i>	rian <i>learn</i>	preahbōntoal robəh preah <i>God's words</i>

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	Preposition	Verbs
tuulbongkum	somrab	?c?preahkun
puaktuulbongkum	c?mpuah	soom ?aoy
sok?phiap	da?mbei	pr?tian
poo	d?l	thv?e taam
sa?kkheiphiap	taam	yu?l
neak rian		totual
krom kruasaa		?a?phi?voat
kumruu		mian
phaena?kaa		mian ?aar?m pii
seckdeis?rkruah		praathnaa
?omnaoy tian n?i phiasaa		?a?thi?thaan
phiasaa khmae		c?ng
kaa?a?thi?thaan		
seckdeicumn?a		
c?mla?y		
b?mn?ng		
preahviññian b?ore?sot		
kaapraecet		

## Review

### Immediate Review:

Pray in all Cambodian at least twice today.

### Bonus:

Review the following vocabulary without looking at previous pages:

Nouns	Verbs	Other
pyiakaarei	b?ngrian	pontae
preahb?ntoal	c?ng	n?i
?aokah	d?knoam	?avei
neak t?mnaa?ng	koorop pr?te?bat	n?ng?ha?y
tru?ng	cuay	t?e
neaknoamsaa	chmuah	sok
ciivit nih	mook	s?mraab
peesaa?ka?kam	b?mrae	
neakphs?pphsaysaasnaa		



## A. Address Heavenly Father

ខ្មែរ	Subject	ខ្មែរ
ខ្មែរ oh	preahvobeidaa sua Heavenly Father	ខ្មែរ ខ្មែរ used to get someone's attention

## B. Give Thanks and Request Blessings (Generic)

Subject	Verb	Object	Preposition	(Direct) Object
tuulbongkum/puaktuulbongkum I/We (honorific)	soom ខ្មែរpreahkun thank (honorific)	truəy Thee	səmrab for (generic)	sok?phiap l?wə robəh puaktuulbongkum our good health
				dəmnəy l?wə nēi preahyeesuukrih gospel of Jesus Christ
				sa?kkeiphiap robəh tuulbongkum my testimony
	soom ខ្មែរaoy request	truəy Thee	Verb	(Direct) Object
			prətian poo dəl bestow blessings to	krom kruasaa robəh puaktuulbongkum our families
				bəy broh _____ older brother (name)
				neak rian robəh puaktuulbongkum our investigator(s)

## C. Give Thanks for and Request Blessings (Specific)

Subject	Verb	Subject	For	ខ្មែរ	Verb	Object
tuulbongkum I	soom ខ្មែរpreahkun thank (honorific)	truəy Thee	səmrab for	ខ្មែរ opportunity	thvə taam follow	kumruu nēi preahyeesuukrih example of Jesus Christ
					yuel understand	?əmpii phaena?kaa nēi seckdeisəykruah robəh truəy thy plan of salvation
					totual receive	cəmləy pii kaa?aathi?thaan robəh tuulbongkum answers from my prayer
	soom ខ្មែរaoy request	truəy Thee	Verb	Object	Verb	Object
			cuay help	bəy srei _____ older sister (name)	?a?phi?voat develop	seckdeicumnəa təo ləə preahyeesuukrih faith in Jesus Christ
					mian have	bəmnəy cəy ?a?thi?thaan desire want to pray
					mian ?aarəp pii have feelings from	preahviññian bəre?sot the Holy Ghost
					praathnaa desire	kaapraecet repentance

## D. Close in the name of Jesus Christ

nəo knəy preahniam nēi preahyeesuukrih, ?aamƏn  
In name (honorific) of Jesus Christ, amen

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	Verbs	Prepositions
seckdeimeetaa ka?ro?naa	yook	taam royea?
seckdeiyutte?thoa	læk	læ
preah cuən	dak	through
preahceesdaa	bômpeñ	on
praacñaa	pdol ?aoy	
phol vi?baak	chneah læ	
baab	totualskoal	
kaachæcab	mian ?aarom	
kaatiamtia	svaerj rook	
seckdeislab	skoal	
dorjvaay thuan	ruah nœ	
?ætthi?pool	caekcaay	
phiapmiantooh	dæj	
seckdeisørkhøm		
kaa?aphËytooh		
seckdeipit / kaapit		
kaa		
seckdeisoksaan		
?avei		
preah ?ørj sørjkruah		
preah ?ømcah		
khluan		
Verbs	Prepositions	Adjectives
to take	through	perfect
to lift	on	patient
to place		meeek
to satisfy		honest
to provide / give		_____s (plural)
to conquer		all
to realize		true
to have feeling		
to find		
to know (familiar)		
to live		
to share		
to know		
Helping Verbs	Other	
?aac	nov	(object marker)
nørj	baan	(past tense)
poopeñ daoy	krub	all
	thaa	that...
Question Words		
yaan meec		
dae?		
daoy robiab		
naa?		

## Review

### Immediate Review:

Write five original, testimony sentences that you will use in your testimony next time you teach your progressing investigator.

### Extended Review:

**Extra Mile Tasks:** Increase your ability to testify of Christ with power and conviction.

1) Study D&C 19:15-20. Write down sentences in English that you would use to testify of this scripture. Then translate them into Cambodian using your TALL book and dictionary.

2) Study these titles of the Savior. What does each say about His mission or attributes? What would you say in Cambodian to convey this idea?

There are many others. Add them to your study journal as you find them.

khñom døy thaa I know that...	Subject	(none)	Adjective
	preahvobeidaa sua <i>Heavenly Father</i>		l?w ?ətkhəh <i>perfect</i>
			?əthmuət <i>patient</i>
	preahyeesuukrih <i>Jesus Christ</i>		slootboot <i>meek</i>
			tiantrəŋ <i>honest</i>
	Subject	Helping V.	Noun
	preah <i>God</i>	poopeñ daoy <i>filled with</i>	seckdeimeetaa ka?ro?naa <i>mercy</i> seckdeiyutte?thoa <i>justice</i> preahcuən ruah nəo <i>life (god's) living</i> krub preahceesdaa <i>all power (divine power)</i> krub braacñaa <i>all wisdom</i>

?	Subject	baan	Verb	Object	How?
taə ?	preahyeesuukrih <i>Jesus Christ</i>	baan (past tense)	totual yook <i>receiv(ed) and took</i>	phəl vi?baak nƏi baab <i>consequences of sin</i>	yaəŋ meec dae? <i>how?</i>
	preah?əŋ səŋkruah <i>Savior</i>		pdəl ?aoy nov <i>provid(ed)</i>	?aokah daəmbei prae- cet <i>opportunity in order to repent</i>	
	preahyeesuukrih <i>Jesus Christ</i>		chneah ləə <i>conquer(ed)</i>	seckdeislab <i>death</i>	
	preah?əmcəh <i>Lord</i>		ləək dak ləə khluan truəŋ nov <i>take(took) upon Himself</i>	kaachəucab robəh yəəŋ <i>our pain</i>	
	dəŋvaay thuan nƏi preahyeesuukrih <i>Atonement of Jesus Christ</i>		bəmpəñ <i>satisfy(ied)</i>	kaatiamtia teəŋlaay nƏi seckdeiyutte?thoa <i>demands of justice</i>	

taam royea?	Object	Subject	Helping V.	Verb	Object
taam royea? <i>through</i>	seckdeicumnəa təo ləə preahyeesuukrih <i>Jesus Christ</i>	yəəŋ <i>we</i>	?aac <i>can/able to</i>	chneah ləə <i>overcome</i>	phiapmiantooh <i>guilt</i>
	dəŋvaay thuan robəh preahkrih <i>Christ's Atonement</i>			mian ?aarəŋ nƏi <i>have feeling of</i>	seckdeisəŋkhəŋ <i>hope</i>
	preahceesdaa robəh truəŋ <i>His power (divine power)</i>			totual <i>receive</i>	kaa?aphəytooh <i>forgiveness</i>
	?əthhi?pool nƏi preahviññian bəore?sot <i>influence of Holy Ghost</i>	bəəŋ broh <i>older brother</i>	nəŋ <i>will (future tense)</i>	səəŋ rook <i>find</i>	seckdeisoksaan <i>peace</i>
	preahviññian bəore?sot <i>Holy Ghost</i>			mian ?aarəŋ <i>have feeling</i>	thaa ?avei yəəŋ caekcaay kəu cia kaapit <i>that what we share is truth</i>
	preahviññian bəore?sot <i>Holy Ghost</i>		?aac <i>can/able to</i>	totualskoal <i>realize</i>	thaa preahkrih mian preahcuən ruah nəo <i>that Christ lives</i>
	preahceesdaa nƏi preahviññian bəore?sot <i>power of Holy Ghost</i>			skoal <i>know (be familiar with)</i>	seckdeipit nƏi krub kaa teəŋ ?əh <i>truth of all things</i>

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	Verbs	Prepositions
preahvi?hia pi?thii boncromuc tək neak miirj look puu so?pheah?mean?kuəl ciivit dɔɔ ?ɔhkaal cianic sethi?ɔmnaac saaksei kaanaenoam kaadəknoam secdeikaapia kaalbuarj seckdeiriikriay sonte?phiap	proom coolruam bɔñcia praecet kaət trov tae sɔnyaa thvæ cia	piipruah daoy saa ciamuay
church baptism younger aunt younger uncle happiness eternal life authority witness guidance direction protection temptations joy peace	to agree / accept to attend to command to repent to be born to need / to have to to promise to be	because because with
Conjunctions	Adverbs	Adjectives
peel dael kraoy pii mun daoy	when after before with / by	mdɔɔŋ tiat thaem tiat kantae craən yaan smɔhtrɔŋ cia rian roal thjai yaan tian?toat
		again more increasingly much / many sincerely every regularly eternal correct exact

### Bonus:

Review the following vocabulary without looking at previous pages:

Nouns	Verbs	Others
tuulbɔŋkum seckdeiyutte?thoa seckdeislab krom kruasaa dɔŋvaay thuan phaenekaa preah ?ɔmcah seckdeicumnæ kaapraecet	bɔmpeñ ruah nɔ praathnaa totualskoal chneah læ læk thvæ taam mian ?aarɔm pii poopeñ daoy	taam royea? dɔl daoy robiab naa? nov læ slootboot thaa l?ɔɔ ?ətkhcɔh baan

## Review

### Immediate Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Write an invitation sentence and a promised blessing sentence for each invitation you plan to extend.

Because	SVO (Subject-Verb-Object)				SVO			
daoy saa <i>because</i>	preah <i>God</i>	cɔŋ ʔaoy yəəŋ <i>wants us</i>	aʔphiʔvoat <i>develop</i>	seckdeicumnua <i>faith</i>	truəŋ <i>He</i>	bɔŋcia yəəŋ ʔaoy <i>commands us</i>	ʔaan <i>read</i>	preahkompīi moomoon <i>Book of Mormon</i>
	yəəŋ <i>We</i>	trov tae <i>need</i>	praecet <i>repent</i>		yəəŋ <i>We</i>	trov tae <i>have to</i>	ʔaʔthiʔthaan <i>pray</i>	
		cɔŋ <i>want</i>	totual <i>receive</i>	ciivit dɔɔ ʔɔhkaal cianic <i>eternal life</i>			coolruam <i>attend</i>	nɔɔ preahviʔhia <i>(location) church</i>
			kaut mdɔŋ tiat <i>born again</i>				totual <i>accept</i>	piʔthii boncromuc tək <i>baptism</i>
haet ʔavei <i>why?</i>								

?	Subject	Helping Verb	Verb(Object)	Prepositional Phrase	dae ruu tee?
tau ?	booj broh <i>older brother</i> neak miij <i>younger aunt</i>	yuel proom <i>understand accept</i>	?a?thi?thaaan <i>prayer</i>	ciamuay krom kruasaa roboh neak <i>with your family</i>	dae ruu tee? <i>yes or no?</i> (definitive)
			?aan preahkompil moomon <i>read Book of Mormon</i>		
			coolruam nuo preahvi?hia <i>attend at church</i>	ciamuay yeej <i>with us</i>	
			totual boncromuc tuk <i>receive baptism</i>		

peel dael	SVO	nuh	SVO
peel dael <i>When</i>	ប្រាប់ ទូទៅ ពី អ្វី ប្រសើរ ណាស់ ណាស់ <i>you receive baptism</i>	nuh <i>then</i>	ប្រាប់ អ្នក ថា វា ជា អ្វី ណាស់ ណាស់ ប្រាកដ ណាស់ ណាស់ <i>you will be a witness of God's power</i>
	ប្រាប់ អ្វី ថា អ្វី ណាស់ ណាស់ ណាស់ ណាស់ <i>you pray sincerely</i>		ប្រាប់ អ្នក ទូទៅ ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>you will receive guidance and direction</i>
	ប្រាប់ អ្នក ប្រាកដ ណាស់ ណាស់ ណាស់ ណាស់ <i>you read Book of Mormon daily</i>		ប្រាប់ អ្នក ទូទៅ ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>you will receive protection from temptation</i>
	ប្រាប់ អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>you attend (location) church regularly</i>		អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>your life will filled with joy and peace</i>
	ប្រាប់ អ្វី ថា អ្វី ណាស់ ណាស់ ណាស់ ណាស់ អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>you pray with your family</i>		អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ អ្នក ណាស់ ណាស់ <i>your family will have more happiness</i>

## Preparation (30 min)

### Required:

1. Think about one of your favorite scriptures. What background is necessary for understanding its significance? How do you relate to this scripture?
2. Memorize the following vocabulary to prepare for in-class instruction:

Nouns	Verbs	Prepositions
mneak sdeec br̄ociacuun monuh seckdeilumbaak preahbaññat khoo kompii muuləhaet robiab om broh om srei niifai liihai yaakob sdeec bEñyaamin moosaay ?aalmaa mooronai moomoon cumpuuk khoo kan kaaphdac baab	bauk brab caekcaay leec mook mæalkhæñ khæñ svaen rook koorop tuk cet cua cabphdaum baan	knorj tuo  in / within to
one person king people people (man) hardship commandment scripture / verse reason way / method older uncle older aunt Nephi Lehi Jacob King Benjamin Moshiah Alma Moroni Mormon chapter verse section remission of sins	to open to tell to share to appear to see to see to look for to obey to trust to believe to begin / to start can (helping)	
	Numbers	Adjectives
	muay pii bei buan bram brammuay dop dopmuay mphCi	teanj nih nih cia craen  these this many
	one two three four five six ten eleven twenty	Other
		bau br̄osenbau bausencia nuh dooc cia dooc knia  ?ot dael thloab tii thaa tau
		if if if then like like each other (same) has never before have personally -st, -nd, -th (1st) (indirect question)

## Review

### Immediate Review:

Select a scripture you will share with your progressing investigator today. Practice sharing the scripture with two other missionaries in the district using the vocabulary, phrases, and grammar you learned in this task.

# Task: Sharing a Scripture

Request	Verb		Book	Chapter	tii	Number	Verse	tii	Number	To	Number	baan tee?
soom <i>please</i>	baek <i>open</i>	tuo <i>to</i>	niifai tii muay <i>1st Nephi</i>	cumpuuk <i>chapter</i>	tii	muay <i>one</i>	khoo <i>verse</i>	tii	pii <i>two</i>	dol <i>to</i>	bei <i>three</i>	baan tee? <i>can yes/no?</i>
khnom soom aoy neak <i>I request you</i>	?aan <i>read</i>		?aalmaa <i>Alma</i>									

nho	Prepositional phrase		Subject	Verb	Object		SVO
nho (location)	knorj <i>within</i>	khoo kompii nih <i>this scripture</i>	koat <i>he</i>	brab <i>tell</i>	yeej <i>us</i>	muulahaet <i>reason (why)</i>	koat cua tuo lae preahkrih <i>he believes in Christ</i>
			pyiakaarei mneak <i>prophet one person</i>	borrian <i>teach</i>	koon robch koat <i>his child(ren)</i>	thaa tau <i>(indirect q.)</i>	seckdeicumnua kuu cia ?avei <i>faith is what</i>
			sdeec mneak <i>king one person</i>	caekcaay ciamuay <i>share with</i>	brociacuon robch truonj <i>his people</i>	robiab <i>method (how)</i>	puakkee ?aac thvae taam preahyeesuukrih <i>they can follow Jesus Christ</i>

Subject	haaynunj	Object	Verb Object		dooc knia
pyiakaarei nih <i>This prophet</i>	haaynunj <i>and</i>	look puu <i>younger uncle</i>	cay cuay <i>want to help</i>	krom kruasaa <i>family</i>	dooc knia <i>like each other (same)</i>
brociacuon teanj nih <i>These people</i>		neak <i>you</i>	mian <i>has</i>	seckdeilumbaak cia craun <i>many hardships</i>	
neak <i>You</i>		koat <i>him/her</i>	svaen rook <i>look for</i>	comlaay <i>answers</i>	

dooc cia	Object	If	SVO		nuh	Subj.	HV Verb Object			
dooc cia <i>like</i>	pyiakaarei nih <i>this prophet</i>	bau <i>If</i>	om srei <i>older aunt</i>	reaksaa <i>keep</i>	preahbaññat teanj laay <i>commandments</i>	nuh <i>then</i>	om srei <i>older aunt</i>	nəŋ <i>will</i>	totual <i>receive</i>	kɔmləŋ suu troam knoŋ ciivit nih <i>strength to endure in this life</i>
	sdap taam <i>listen to</i>			preahviññian <i>Spirit</i>	cɔmlaəy pii preah <i>answer from God</i>					
	totual <i>receive</i>			piʔthii boncromuc tək <i>baptism</i>	kaaphdac baab <i>remission of sins</i>					
	ʔaʔthiʔthaan daoy ʔəh pii cet <i>pray with all from heart</i>			seckdeisrɔlañ cɔmpuah neak cit khaan <i>love towards neighbor</i>						

## Preparation (30 min)

### Required:

Memorize the following vocabulary to prepare for in-class instruction:

Nouns	Verbs	Prepositions
?aayu? age	chnol to wonder	kompun tae in the process of
chnam year	seksaa to study	
vityialay high school	somreec cet to decide	
saasnaacak church (religion)	lut to kneel	
thaansua heaven	thvæ kaa to work	
?omlon peel period / time	pi?caaro?naa to ponder	
sonkriam war	pisaot to experience	
look taa grandpa	sdaa laen viñ to restore	
look yiaj grandma		
conkuaj knee		
læk time / session		
cet heart		
btpisaot experience		
preahviññian Spirit		
Helping Verbs	Adjectives	Sequencing Time Words*
thloab have previously	?hcaa wonderful	kaal dael when (past)
	khlan strong	kraoy pii after
	kraoy after, next	bontoab pii after
	mun before	pii mun before
	muay naa which one	haay (indicates completion)
		taan pii since
		næo peel dael at that time / as
		yuu yuu tæo eventually
		bontoab mook next
		cia tii bomphot finally
		næo dombonj at first
Other		
ræ or		
tee no		
thaa tæ (indirect question indicator)		
_(noun)_ nih this (noun)		
_(noun)_ nuh that (noun)		
viñ back / again		
kæ also		
phæj dae also (end of phrase)		

## Review

### Immediate Review:

Practice telling two missionaries in your district about the events involved in the Restoration of the gospel. Focus on connecting your sentences in a meaningful way.

### Extended Review:

During personal study, think of some experience you have had that strengthened your testimony or taught you a gospel principle, and write it in English in your study journal. During language study, decide how you can use these grammar structures to tell this story to your investigator. Look up any words you don't already know how to say.

\*Note: Sequencing time words are used to start sentences, and they convey when something happened, relative to the context of the previous sentences. These will help you achieve a greater level of fluency by learning to speak in full paragraphs.



# Task: Share an Experience

kaal dael	SVO (Subject-verb-object)	nuh	Subject	Past		SVO
kaal dael when (past)	yoosaeb smiit mian ?aayu? dɔpbuan chnam <i>Joseph Smith had age 14 years</i>	nuh then	koat <i>he</i>	baan <i>(past)</i>	chɲol thaa tɔw <i>wondered (indirect question)</i>	saasnaacak muay naa kɛw cia saasnaacak pit? <i>which one church is true church?</i>
	khñom baan seksaa nɔv vityialay <i>I studied (location) high school then</i>		khñom <i>I</i>			preahkompimoomoon kɛw cia kaapit rɛw tee? <i>the Book of Mormon is true or not?</i>
	look taa ruah knoɲ ?ɔmlon peəl sɔŋkriam <i>grandpa lived in period (of) war</i>		tɔw ?	look taa grandpa		mian preah nɔv thaansua tee? <i>there is God in heaven yes/no?</i>

bontoab pii	SVO	SVO
bontoab pii after	yoosaeb baan seksaa preahkompil haɲ <i>Joseph studied scriptures (completion indicator)</i>	koat baan sɔmreec cɛt ?a?thi?thaaŋ sua preah <i>he decided to pray to ask God</i>
	khñom baan pi?caaro?naa ?ɔmpil preahkompil moomoon haɲ <i>I pondered about the Book of Mormon (completion indicator)</i>	khñom baan lut conkuəɲ ?a?thi?thaaŋ dɔl preah <i>I kneeled to pray to God</i>

nɔv peəl dael	SVO	SVO
nɔv peəl dael at time that / as	koat kompun tae ?a?thi?thaaŋ <i>he (in the process of) praying</i>	koat baan pisaot ?avei muay dɔw ?ɔhcaa <i>he experienced something which was wonderful</i>
	khñom seksaa preahkompil moomoon læk kraoy <i>I study Book of Mormon next time</i>	khñom baan mian ?aarɔm muay dɔw khlaŋ knoɲ cɛt khñom <i>I had feeling one which was strong in my heart</i>

taam royea?	Object	SVO (+ Prepositional Phrase)
taam royea? through	yoosaeb smiit <i>Joseph Smith</i>	preah baan sdaa saasnaacak robɔh truəɲ lauɲ viñ <i>God restored His church</i>
	bɔtpisaot nih <i>this experience</i>	khñom baan totual saaksei pii preahviññian thaa preahkompil moomoon kɛw cia kaa pit <i>I received witness from Holy Ghost that the Book of Mormon is true</i>
	robiab nih <i>this method</i>	look taa kɔw ?aac dɔŋ thaa mian preah nɔv thaansua phɔwɔŋ dae <i>grandpa also can know that there is a God in Heaven really also</i>



Reading Cambodian script is different from English in many fundamental ways. Refer to the section “Introduction to Cambodian Script” to instruct the fundamentals of reading script. This practice is designed to help you conceptually understand how to read Cambodian script, but the memorization of characters will have to be done largely during language study and additional study.

As a class, romanize the following consonant-vowel combinations using the guidelines below:

**Consonants (Example- ជ = dɔɔ):**

គ ជ ឆ ប ភ ត ទ ឡ ខ ឌ ស ល ហ យ ញ ឃ ង ព វ រ

**Sub-consonants eliminate the vowel sound between the preceding consonant and itself (Example- ល្អ = lɔo):**

គ្រ ល្អ ឆ្ម ផ្ទ ទ្រ ល្អ ស្ត ស្តរ ផ្ទ ផ្ទ ផ្ទ

**Consonants at the end of a word do not have an inherent vowel (Example- ជ្រក = crook):**

ចង ជ្រក ល្អម តម ក្នុង មក ម្តង ជក ក្នុង ជន ស្តក អ្នក កប ស្តក ស្តច ស្តង ឆក ស្តម

**If there is no subconsonant, the vowel is determined by the preceding consonant (Example- ស្តម = soom):**

ដើរ ស្តម ខោ ឈើ ស្តរ រូប យំ ជឿ បាន ជិត ងងឹត នៃ ខំ បី ញញឹម ចេះ ឃើញ ឃើង ទៅ

**If there is a subconsonant, the vowel is determined by the preceding sub-consonant (Example- ផ្ទុំ = phkum):**

ស្តាយ ផ្ទុំ ញ្ចៈ ស្តែ ខ្លួន ច្បាវ ឆ្មែត ជ្រិត ថ្នាម ផ្ទុំ បន្ទូល សេចក្តី ព្រះ បង្រៀន ក្តៅ ស្តាយ ផ្ទុំ

**If the consonant/sub-cons. is "weak", the vowel is determined by the preceding “strong” consonant/sub-consonant:**

ខ្ញុំ ថ្ងៃ ប្រាំ ច្រៀង ឆ្ងាយ ក្រោយ ក្នុង ខ្លួន សង្គ្រោះ ថ្លែង ធ្វើ សាសនា ស្មោះ ប្រើ ផ្លូវ

**The vowel is changed by didactic marks according to varying rules (see Cambodian Script: Chart):**

កត់ ចប់ របស់ ប្រាប់ ហាត់ បាត់ បន្ទប់ ម្លប់ គង់ ទ្រង់ គាត់ ស្គាល់ ធ្លាប់ គ្រាន់ ម្នាក់ ធ្លាក់ ច័ន្ទ ទំព័រ ន័យ ពរជ័យ

**Some didactic marks flip the inherent vowel (Example- ស្ទិ = suu). Others silent the consonant below them (see Chart):**

យ៉ាង ស្ទិ មេម៉ាយ អើយខ្មើរ ស្ទិប ហ៊ាន អ៊ី ព្រះយេស៊ូវគ្រីស្ទ យ៉ូសែប ផែនការណ៍ ស្ថានសួគ៌ បទពិសោធន៍ អារម្មណ៍

**Most subconsonants and vowels located on the last consonant of a word are silent.**

មិត្តភក្តិ ជានិច្ច ព្រះបញ្ញត្តិ ប្រែចិត្ត បរិសុទ្ធ សុខសាន្ត អាទិត្យ សាសនាចក្រ អភិវឌ្ឍន៍

**Extra Practice:** Practice looking up words by searching for the following words in the dictionary.

## Conceptual Practice: Noun+Adjective

When modifying a noun with an adjective in English, the verb “to be” is used. In Cambodian, however, the adjective simply follows the noun. The verb “to be” is only used when connecting two nouns. Have the missionaries practice creating noun+adjective combinations where applicable from the English examples given below. For example, the statement “Jesus Christ is perfect” would become “Jesus Christ perfect.” On the other hand, “I am a missionary” would remain “I am missionary.”

Jesus Christ is perfect.

The Book of Mormon is true.

The Atonement is central to the Plan of Salvation.

The Spirit World is a place we go after death.

Jesus Christ is the Son of God.

None of the churches were true.

Satan is the enemy of all righteousness.

God is just and merciful.

Physical death is separation of body and spirit.

Heavenly Father is loving and patient.

Missionaries are blessed and protected.

I am a son/daughter of Heavenly Father.

Sunday is a day of rest.

Taxis are expensive.

My shoes are old and dirty.

Moroni was a prophet.

Elder Jones is my companion.

I am a missionary.

The Church of Jesus Christ of Latter-day Saints is true.

The Great Apostasy is important.

God is our Heavenly Father.

You are a child of God.

They are members of the church.

Adam and Eve are our first parents.

Our physical bodies are imperfect.

Eternal life is life with God and our family.

Faith is the first principle of the gospel.

We are happy through obedience.

He is frustrated with the language.

This food is delicious.

The temple is beautiful and large.

Lehi's dream was full of spiritual truth.

President Thomas S. Monson is the living prophet.

The Book of Mormon is an ancient record.

ខ្ញុំ khñom I	ដឹង duŋ know	ថា thaa that	ការអធិស្ឋាន kaa?a?thi?thaan prayer	សំខាន់ somkhan important
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តើ tae Question word	យើង yæŋ we	គិត kit think	ថា thaa that	ព្រះគម្ពីរមរមន preah kompii moomon the Book of Mormon	ពិត pit true	ទេ? tee? yes/no?
បាទ/ចា baat/caa yes (M/F)	បង bɔŋ you (slightly older)	ជឿ cɛa believe		សាសនាចក្រនេះ saasnaacak nih this church	ល្អ l?ɔɔ good	ហើយឬនៅ haey rɛɛ nɛo? yet?
អត់ទេ ʔot tee no				ព្រះគ្រីស្ទ preah krih Christ	អត់ធ្មត់ ʔɔtthmuət patient	

ខ្ញុំ Khñom I	ដឹង duŋ know	ថា thaa that	ការអធិស្ឋាន kaa ?a?thi?thaan prayer	គឺជា kɛɛ cia is	របៀបស្គាល់ព្រះអង្គ robiab skoal preah ʔɔŋ the way to know God
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គិត kit think	ថា thaa that	ព្រះគម្ពីរមរមន preah kompii moomon the Book of Mormon	គឺជា kɛɛ cia is	សេចក្តីពិត seckdeipit truth
ជឿ cɛa believe		សាសនាចក្រនេះ saasnaacak nih this church		សាសនាចក្ររបស់ព្រះអង្គ saasnaacak robɔh preah ʔɔŋ God's church

តើការអធិស្ឋានគឺជាអ្វី?

tae kaa?a?thi?thaan kɛɛ cia ʔavei?

What is prayer?

ហេតុអ្វីបានជាព្រះគ្រីស្ទសំខាន់?

haet ʔavei baan cia preah krih somkhan?

Why is it that Christ is important?

ការអធិស្ឋានគឺជារបៀបស្គាល់ព្រះអង្គ ។

kaa?a?thi?thaan kɛɛ cia robiab skoal preah ʔɔŋ.

Prayer is the way to know God.

ទ្រង់សំខាន់ពីព្រោះទ្រង់គឺជាព្រះអង្គសង្គ្រោះរបស់យើង ។

truəŋ somkhan piipruah truəŋ kɛɛ cia preah ʔɔŋ ɔŋkruah robɔh yæŋ.

He is important because He is our Savior.

*\*In informal speech, the preposition "of" (robɔh) can be dropped.*

	បព្វជិតភាព bopvacita?phiap priesthood	គឺជា kɤɤ cia is	ព្រះចេស្ដារបស់ព្រះ preahceesdaa robɔh preah God's power	
តើ taɤ question word	ការអធិស្ឋាន kaa?a?thi?thaan prayer	មិនមែនជា min mɛɛn cia is/are not	របៀបនិយាយជាមួយព្រះ robiab niyiay ciamuay preah way to speak with God	ទេ? tee? Yes/No?
បាទ/ចា baat/caa Yes (M/F)	ពួកខ្ញុំ puak khɔm we		ព្យាករី pyiakaarei prophet	ទេ tee (negator)
អត់ទេ ?ɔt tee No	វិវរណៈ vi?vo?rɛna? revelation		ការទាក់ទងរវាងព្រះនឹងកូនចៅរបស់ទ្រង់ kaateaktoong roviaŋ preah nɛŋ kooncau robɔh truəŋ communication between God and His children	អ្វី? ?avei? what?
	ការក្បត់សាសនា kaakbot saasnaa apostasy		ការជំទាស់ប្រឆាំងដំណឹងល្អនៃព្រះយេស៊ូវគ្រីស្ទ kaa cumtoah prɔchan ɔmɲɛŋ l?ɔɔ nɛi preahyeesuukrih protesting the gospel of Jesus Christ	អ្នកណា? neak naa? who?
	អំពើបាប ?ɔmpəəbaab sin		ការមិនគោរពព្រះបញ្ញត្តិរបស់ព្រះ kaa min koorop preahbaŋkɔt robɔh preah disobeying God's commandments	
	ការរស់ឡើងវិញ kaaruah laɛŋ viŋ resurrection		ការចាប់ជាតិ kaa cab ciat reincarnation	

តើបព្វជិតភាពគឺជាព្រះចេស្ដារបស់ព្រះទេ?

taɤ bopvacita?phiap kɤɤ cia preahceesdaa robɔh preah tee?  
Is priesthood God's power?

តើការអធិស្ឋានគឺជាអ្វី?

taɤ kaa?a?thi?thaan kɤɤ cia ?avei?  
What is prayer?

បាទ។ បព្វជិតភាពគឺជាព្រះចេស្ដារបស់ព្រះ ។

baat. bopvacita?phiap kɤɤ cia preahceesdaa robɔh preah.  
Yes. Priesthood is God's power.

ការអធិស្ឋានគឺជារបៀបនិយាយជាមួយព្រះ ។

kaa?a?thi?thaan kɤɤ cia robiab niyiay ciamuay preah.  
Prayer is the way to speak with God.

គឺ (kɤɤ) functions in a way to connect phrases as well. Also, the verb "to be" is not used when connecting nouns and adjectives. See conceptual practice "Noun+Adjective" for more detail.

## Scenario

You are teaching your investigator about the Message of the Restoration. He/she is not familiar with most gospel vocabulary. In an effort to help him/her to better understand your message, you decide to simply define unfamiliar gospel vocabulary.

**1. Practice:** With your companion, choose a principle from Lesson 1: The Message of the Restoration of the Gospel of Jesus Christ that you have recently taught or will soon teach to your investigator. Skim through the principle in Preach My Gospel and look for any vocabulary that may be unfamiliar or confusing to your investigator. With one missionary taking the role of the investigator and the other of the missionary, practice teaching this principle with clarity, taking time to define words the investigator is not familiar with.

**2. Evaluate:** What questions do you have about this grammar principle? Can you see how this principle will help you fulfill your purpose? What vocabulary do you still need to learn to use this grammar principle in your teaching appointments?

**3. Re-practice:** Switch roles and repeat the practice activity.

**4. Evaluate:** Discuss with your companion how you can continue to apply this grammar principle and set goals to use it in upcoming teaching appointments and other activities throughout the day. Schedule specific days and times in your Daily Planner to review this grammar principle.

## Additional Scenario(s)

Your investigator has begun to read the Book of Mormon and has several questions. He/she is very intrigued and asks you "Who is Lehi? Why are the people trying to kill him?"

**1a. Practice:** One missionary should take the role of the investigator and the other should take the role of the missionary. Answer the investigator's questions about Lehi by teaching simply about prophets. Answer any other questions your investigator may have.

# Possession

		ពួកខ្ញុំ puak khñom we		ចែកចាយ caek caay to share	អំពី ?ompïi about	ព្រះអង្គសង្គ្រោះ preah?wng sɔŋkruah Savior	របស់* robɔh of (possessive)	យើង yəəŋ us	
តើ taɯ question w.	(ថ្ងៃនេះ) (thŋai nih) (today,)	យើង yəəŋ we	(សូម)** (soom) (to request)	រៀន rian to learn		ក្រុមគ្រួសារ krom kruasaa family		បង bɔwŋ you (older)	ទេ? tee? Yes/No?
បាទ/ចា baat/caa Yes (M/F)		អ៊ើលឌើរ/ស៊ីស្ទើរ ɛɛldəə/Siistəə Elders/Sisters	(មិន/អត់) (min/?ɔt) (negator)	បង្រៀន bɔŋrian to teach		ជីវិត ciivit life		ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih Jesus Christ	ទេ tee (negator)
អត់ទេ ?ɔt tee No		លោកគ្រូ/អ្នកគ្រូ lookkruu/neakkruu Teacher (male/female)		និយាយ niyay to speak		លក្ខណៈ leakhana? character		ព្រះអង្គ preah?wng God	នៅណា? nɛə naa? where?
						ការស្តារឡើងវិញ kaasdaa laɯŋ viŋ Restoration	នៃ nɛi of	ដំណឹងល្អ domnɯŋ l?wɔ Gospel	ពេលណា? peel naa? when?
						ផែនការណ៍ phaena?kaa Plan		សេចក្តីសង្គ្រោះ seckdeisɔŋkruah Salvation	យ៉ាងមេចដែរ? yaan meec dae? how?
						ដំណឹងល្អ domnɯŋ l?wɔ Gospel		សេចក្តីប្រោសលោះ seckdeipraohluah Redemption	

តើយើងបង្រៀនអំពីផែនការណ៍នៃសេចក្តីសង្គ្រោះថ្ងៃនេះទេ?

taɯ yəəŋ bɔŋrian ?ompïi phaena?kaa nɛi seckdeisɔŋkruah thŋai nih tee?

Are we teaching about the Plan of Salvation today?

តើអ៊ើលឌើរចែកចាយអំពីជីវិតរបស់ព្រះយេស៊ូវគ្រីស្ទពេលណា?

taɯ ɛɛldəə caek caay ?ompïi ciivit robɔh preahyeesuukrih peel naa?

When will you (Elders) share about the life of Jesus Christ?

អត់ទេ។ ថ្ងៃនេះយើងបង្រៀនអំពីការស្តារឡើងវិញនៃដំណឹងល្អ ។

?ɔt tee. thŋai nih yəəŋ bɔŋrian ?ompïi kaasdaa laɯŋ viŋ nei domnɯŋ l?wɔ

No. Today we are teaching about the Restoration of the Gospel.

ពួកខ្ញុំនិយាយអំពីជីវិតរបស់ព្រះយេស៊ូវគ្រីស្ទថ្ងៃនេះ ។

puak khñom niyay ?ompïi ciivit robɔh preahyeesuukrih thŋai nih

We will speak about Jesus Christ's life today.

\*In informal speech, the preposition "of" (robɔh) can be dropped.

\*\* "soom" is used in Cambodian before the verb to show respect and to be polite. The use of "soom" indicates asking permission to do something.



## Scenario

Before beginning a lesson, you want to give your investigator a simple overview of what you are going to teach to help him or her see that the lesson will have personal relevance for him or her.

**1. Practice:** In groups of three or four, practice giving a simple overview of Lesson 1: The Message of the Restoration of the Gospel of Jesus Christ. Have one missionary play the role of an investigator you are currently teaching. Have the other two missionaries play the role of a missionary companionship. Discuss briefly how you can help apply the message of the Restoration to his/her needs. Then practice for 1-2 minutes giving a simple overview of the Message of the Restoration of the Gospel of Jesus Christ.

**2. Evaluate:** What questions do you have about this grammar principle? Can you see how this principle will help you fulfill your purpose? What vocabulary do you still need to learn to use this grammar principle in your teaching appointments?

**3. Re-practice:** Switch roles and repeat the practice activity.

**4. Evaluate:** Discuss with your companion how you can continue to apply this grammar principle and set goals to use it in upcoming teaching appointments and other activities throughout the day. Schedule specific days and times in your Daily Planner to review this grammar principle.

## Additional Scenario(s)

Before going to teach your investigator, you and your companion stop for a moment to review what you will be teaching.

**1a. Practice:** With your companion, look at the lesson plan for the next lesson you will be teaching. Summarize what you will be teaching and ask questions to your companion to ensure you are both on the same page.

# Questions: Requests - Can and Cannot

	ខ្ញុំ khñom I	សូមឱ្យ soom ?aoy request (someone else)	បង bvang you (older)	អាន ?aan to read	ឧកម្មីរនេះ khvov kompii nih this verse	បានទេ baan tee? can yes/no?
បាន baan Can	យើង yæŋ We	សូមឱ្យ soom ?aoy request (someone else)	បងប្រុស bvang broh older brother	អធិស្ឋាន ?a?thi?thaan to pray	ជាមួយក្រុមគ្រួសារ ciamuay krom kruasaa with family	
អត់បាន ?ot baan Cannot	ពួកខ្ញុំ puak khñom We (exclusive)	សូមឱ្យ soom ?aoy (soom ?aoy+person+verb)	បងស្រី bvang srei older sister	អញ្ជើញ ?vñcæŋ to invite	មិត្តភក្តិបងស្រីម្តងទៀត mit pheak bvang srei mdoŋ tiat friend (of) older sister again	
	ខ្ញុំ khñom I	សូម soom request (to do something personally)		ចែកចាយ caek caay to share	រឿងមួយពីជីវិតរបស់ខ្ញុំ ræŋ muay pii ciivit robv khñom a story from my life	
		សូម soom (soom+verb)		ច្រៀង criaŋ to sing	បទចម្រៀងមួយ bvot comriaŋ muay a song	
	ខ្ញុំ khñom I	សុំ som request (an object)			លេខទូរស័ព្ទរបស់លោកពូ leek tuurosap robv look puu younger uncle's phone number	
		សុំ som (som+noun)			ប្រាជ្ញាពីព្រះតាមរយៈការអធិស្ឋាន praacñaa pii preah taam royea? kaa?a?thi?thaan wisdom from God through prayer	

ខ្ញុំសូមឱ្យបងអធិស្ឋានឥឡូវនេះបានទេ?  
khñom soom ?aoy bvang ?a?thi?thaan ?eilov nih baan tee?  
Would you please pray now?

យើងសូមច្រៀងបទចម្រៀងមួយបានទេ?  
yæŋ soom criaŋ bvot comriaŋ muay baan tee?  
May we sing a song?

បាន។ ខ្ញុំអធិស្ឋានឥឡូវនេះបាន ។  
baan. khñom ?a?thi?thaan ?eilov nih baan.  
Yes. I can pray now.

ច្រៀងបាន ។  
criaŋ baan.  
Yes, we can sing.

\*Requests do not use the question particle "tau" at the beginning of the question.

## Scenario

While teaching your investigator, you want to share a scripture with him. You ask him/her to read a scripture you have prepared beforehand.

**1. Practice:** With your companion, select three to four scriptures you would like to share with your investigator in an upcoming lesson. Have one missionary take the role of the missionary and invite the other to read the selected verses. Introduce each verse before the investigator reads it and apply the doctrine taught to his/her life.

**2. Evaluate:** What questions do you have about this grammar principle? Can you see how this principle will help you fulfill your purpose? What vocabulary do you still need to learn to use this grammar principle in your teaching appointments?

**3. Re-practice:** Switch roles and repeat the practice activity.

**4. Evaluate:** Discuss with your companion how you can continue to apply this grammar principle and set goals to use it in upcoming teaching appointments and other activities throughout the day. Schedule specific days and times in your Daily Planner to review this grammar principle.

## Additional Scenario(s)

You have just finished teaching your investigator how to pray and you would like to invite them to give the closing prayer.

**1a. Practice:** With one missionary taking the role of the investigator and the other of the missionary, have the missionary invite the investigator to offer a kneeling prayer to end the lesson. If the investigator has trouble knowing what to do, politely help the investigator by guiding him/her through the proper order of prayer.

It is your first lesson with a new investigator who has never before learned about Jesus Christ. You would like to start the lesson with a song and prayer, but you want to request permission so that you do not offend them in their home.

**1b. Practice:** In groups of three, have one missionary take the role of the investigator and the other two be missionaries. Politely request to sing and pray. If the investigator is not familiar with prayer, simply explain the purpose of prayer so that he/she feels comfortable. Be sure to receive permission before proceeding.

# Questions: Who and What

តើ tae (question)	ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih <i>Jesus Christ</i>	គឺជា kueh cia <i>is</i>	អ្នកណា? neak naa? <i>who?</i>	
	តួនាទីនៃសាសនា tuaniatii nEi saasnaa <i>role of religion</i>	គឺជា kueh cia <i>is</i>	អ្វី? ?avei? <i>what?</i>	នៅក្នុងជីវិតរបស់បង nheo knong ciivit roboh bawng <i>in your life?</i>
	បងប្រុស bawng broh <i>older brother</i>	(មិន/អត់) (min/?ot) (negator)	មាន mian <i>to have</i>	សំណួរ somnua <i>question</i>
	អើយ/ស៊ីស្ទើរ Eldəə/Siistəə <i>Elder/Sister</i>	បង្រៀន bongrian <i>to teach</i>	កង្វល់ kongvol <i>concern</i>	(ទេ) (tee) (negator)
តើ tae (question)	អ្នកណា neak naa <i>Who</i>	គឺជា kueh cia <i>is</i>	ព្យាករណ៍? pyiakaarei? <i>prophet?</i>	ឥឡូវនេះ ?eilov nih <i>now</i>
	អ្វី ?avei <i>What</i>	នាំមក noam mook <i>to bring</i>	សុភមង្គល? so?phea?meanjuael? <i>happiness</i>	នៅក្នុងជីវិតនេះ nheo knong ciivit nih <i>in this life</i>
	អ្វី ?avei <i>What</i>	ជួយ cuay <i>to help</i>	បងប្រុស bawng broh <i>older brother</i>	រក rook <i>to find</i>
				សេចក្តីសុខសាន្ត seckdei soksaan <i>peace</i>

តើបងប្រុសរៀនអំពីសាសនាចក្រនេះតាមរយៈអ្នកណា?

tae bawng broh rian ?ompil saasnaacak nih taam royea? neak naa?  
*From whom did you learn about this church?*

តើអ្វីមានសារៈសំខាន់ចំពោះបងប្រុសក្នុងជីវិតនេះ?

tae ?avei mian saara?somkhan cəmpuah bawng broh knong ciivit nih?  
*What has importance to you in this life?*

ខ្ញុំបានស្គាល់សាសនាចក្រនេះ តាមរយៈមិត្តភក្តិរបស់ខ្ញុំ ។

khəom baan skoal saasnaacak nih taam royea? mit pheak roboh khəom.  
*I learned about this church through my friend.*

ក្រុមគ្រួសាររបស់ខ្ញុំមានសារៈសំខាន់ចំពោះខ្ញុំ ក្នុងជីវិតនេះ ។

krom kruasaa roboh khəom mian saara?somkhan cəmpuah khəom knong ciivit nih.  
*My family has importance to me in this life.*

## Scenario

You're contacting in the park with your companion. Spend a few minutes getting to know someone or begin teaching and then try to set a specific appointment.

**1. Practice:** As a class, have the missionaries stand up, find another missionary, and begin teaching/setting an appointment. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice setting an appointment.

**2. Re-practice:** Switch roles and repeat the practice activity. Then, have the missionaries switch practice companions and repeat again.

## Additional Scenario(s)

Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.

# Questions: Naa (When, Where, Which, How Much)

តើ tae (question)	យើង yœŋ we		អធិស្ឋាន ?a?thi?thaan pray		ពេលណា? peel naa? when?
	បងប្រុស bɔwŋ broh older brother	(មិន/អត់) (min/?ɔt) (negator)	ស្នាក់ snak to dwell		នៅណា? neo naa? where?
	យ៉ូសែបស្មីត yoosaeb smiit Joseph Smith		ឃើញ khœŋ to see	ព្រះ preah God	
	អីលឌើរ/ស៊ីស្ទើរ ɛɛldœ/Siistœ Elder/Sister		កាន់ kan to adhere to	សាសនា saasnaa religion	មួយណា? muay naa? which one?
	លោកពូ look puu younger uncle		សិក្សា seksaa to study	ជំពូក cumpuuk chapter	ណា? naa? which?
	អ្នកមីង neak miin younger aunt		ចូលចិត្ត coolcet to enjoy	ម្ហូប mhooob food	
			ស្រលាញ់ srɔlaŋ to love	ក្រុមគ្រួសារ krom kruasaa family	ប៉ុន្មានណា? pen naa? how much?

តើបងប្រុសធ្វើការនៅណា?

tae bɔwŋ broh thvœ kaa neo ?ae naa?

Where do you work?

តើលោកពូស្រលាញ់ក្រុមគ្រួសាររបស់លោកពូប៉ុន្មានណា?

tae look puu srɔlaŋ krom kruasaa robɔh look puu pen naa?

How much do you love your family?

ខ្ញុំធ្វើការនៅសណ្ឋាគារមួយ ។

khŋom thvœ kaa neo sɔnthaaikia muay.

I work at a hotel.

ខ្ញុំស្រលាញ់ក្រុមគ្រួសាររបស់ខ្ញុំច្រើនបំផុត ។

khŋom srɔlaŋ krom kruasaa robɔh khŋom craɛn bɔmphot.

I love my family most of all.

## Scenario

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**1. Practice:** As a class, have the missionaries stand up, find another missionary, and begin teaching/setting an appointment. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice setting an appointment.

**2. Re-practice:** Switch roles and repeat the practice activity. Then, have the missionaries switch practice companions and repeat again.

## Additional Scenario(s)

Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.



# Questions: How

តើ tae (question)	ការទំនាក់ទំនង kaatumneaktumnoon relationship	របស់ roboh of (poss.)	បងប្រុស bvang broh older brother	ជាមួយព្រះ ciamuay preah with God	យ៉ាងមេចដែរ? yaan meec dae? how? (generic)
	ការសិក្សា kaaseksaa study		បងស្រី bvong srei older sister		
	សេចក្តីជំនឿ seckdeicumnha faith		អីលឌើរ/ស៊ីស្ទើរ Eldəə/Siistəə Elder/Sister		
តើ tae (question)	យើង yəəŋ we	អាច ?aac can	ជួយ cuay to help	បងប្រុស bvang broh older brother	យ៉ាងមេចដែរ? yaan meec dae? how? (generic)
	អីលឌើរ/ស៊ីស្ទើរ Eldəə/Siistəə Elder/Sister		អភិវឌ្ឍន៍ ?a?phi?voat to develop	សេចក្តីជំនឿ seckdeicumnha faith	ដោយរបៀបណា? daoy robiab naa? how? (by which method)
	អ្នករៀន neak rian investigator		ស្វែងរក svaen rook to seek	ការអភ័យទោស kaa?aphEytooh forgiveness	
	ព្រះវរបិតាសួគ៌ preahvobeidaa sua Heavenly Father		ឆ្លើយ chlawy to answer	ការអធិស្ឋានរបស់យើង kaa?a?thi?thaan roboh yəəŋ our prayers	

នៅពេលដែលបងប្រុសអធិស្ឋាន តើបងប្រុសមានអារម្មណ៍យ៉ាងមេចដែរ?  
 nəo peel dael bvong broh ?a?thi?thaan tae bvong broh mian ?aarom yaan meec dae?  
 When you pray, how do you feel?

តើការទំនាក់ទំនងរបស់បងជាមួយព្រះយ៉ាងមេចដែរ?  
 tae kaatumneaktumnoon roboh bvong ciamuay preah yaan meec dae?  
 How is your relationship with God?

ខ្ញុំមានអារម្មណ៍ល្អ ។  
 khñom mian ?aarom l?əə.  
 I feel good.

ការទំនាក់ទំនងរបស់ខ្ញុំជាមួយព្រះរីកចំរើន ។  
 kaatumneaktumnoon roboh khñom ciamuay preah riik əomraən.  
 My relationship with God is improving.

## Scenario

You're contacting in the park with your companion. Spend a few minutes getting to know someone or begin teaching and then try to set a specific appointment.

**1. Practice:** As a class, have the missionaries stand up, find another missionary, and begin teaching/setting an appointment. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice setting an appointment.

**2. Re-practice:** Switch roles and repeat the practice activity. Then, have the missionaries switch practice companions and repeat again.

## Additional Scenario(s)

Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.

# Questions: Why

ហេតុអ្វី haet ?avei Why	មាន mian there are (to have)	ព្រះបញ្ញត្តិ? preahbaŋŋiat? commandments?
(បានជា) អីវិលខ្មើរ/ស៊ីស្ទើរ (baan cia) ɛɛldəə/Siistəə Elder/Sister	បំរើ bomrau to serve	បេសកកម្ម? peesaka?kam? mission?
យើង yəəŋ we	ត្រូវតែ trov tae to need to	ប្រែចិត្ត? praecet? repent?
មនុស្សខ្លះ monuh khlah some people	បដិសេធន៍ pa?de?saet to reject	ដំណឹងល្អ? domnəŋ l?əə? gospel?
ព្រះវរបិតាស្តី preahvobeidaa sua Heavenly Father	ស្រលាញ់ srolaŋ to love	បង? bəəŋ? older (brother/sister)
ជីវិតនេះ ciivit nih this life		ពិបាក? pi?baak? difficult?
ព្យាករណ៍ pyiakaarei prophet		សំខាន់? somkhan? important

ហេតុអ្វីលោកពូអត់ចង់ទៅព្រះវិហារ?

haet ?avei look puu ?ət cəŋ təə preahvi?hia?

Why do you not want to go to church?

ហេតុអ្វីបានជាគាត់ឈប់រៀនជាមួយអ្នកផ្សព្វផ្សាយសាសនា?

haet ?avei baan cia koat chob rian ciamuay neakphsəpphsaaysaasnaa?

Why did he stop learning with the missionaries?

ខ្ញុំរវល់ពេក អត់មានពេលទៅព្រះវិហារទេ ។

khŋom rovuel peek ?ət mian peel təə preahvi?hia tee.

I'm too busy; I don't have time to go to church.

គាត់មិនជឿបានជាគាត់ឈប់រៀនជាមួយស៊ីស្ទើរ ។

koat min cəə baan cia koat chob rian ciamuay Siistəə.

He didn't believe so reason he stopped learning with the Sisters.

## Scenario

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**1. Practice:** As a class, have the missionaries stand up, find another missionary, and begin teaching/setting an appointment. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice setting an appointment.

**2. Re-practice:** Switch roles and repeat the practice activity. Then, have the missionaries switch practice companions and repeat again.

## Additional Scenario(s)

Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.

# Questions: Closed Ended

តើ tae (question)	បងប្រុស bawng broh older brother	ហូប hoob to eat	បាយ baay rice (food)	ហើយឬនៅ? haay រឺ អើ ឬ អើ? already or not yet?
	អីលឌើរ/ស៊ីស្ទើរ Eldə/Siistə (Have you (Elder/Sister) prepared a lesson yet?)	រៀបចំ riabcam to prepare	មេរៀន meerian lesson	
	លោកពូ look puu younger uncle (Have you (younger uncle) read the pamphlet yet?)	អាន ?aan to read	កូនសៀវភៅ koon siavphao pamphlet	
	បងស្រី bawng srei older sister (Will you receive baptism?)	យល់ព្រម yuəl proom to understand accept	ទទួល totual to receive	បុណ្យជ្រមុជទឹក boncroomuctuk baptism
	អ្នកមីង neak miing younger aunt (Have you ever learned about Jesus Christ before?)	ធ្លាប់ thloab have personally	រៀន rian to learn	អំពីព្រះយេស៊ូវគ្រីស្ទ ?ampii preahyeesuukrih about Jesus Christ
	អ៊ីប្រុស om broh older uncle (Have you ever wondered about the purpose of life?)	ឆ្ងល់ chngol to wonder	អំពីគោលបំណងនៃជីវិត ?ampii koolbawmnawng nɛi ciivit about purpose of life	

តើបងប្រុសមានគ្រួសារហើយឬនៅ?

tae bawng broh mian kruasaa haay រឺ អើ ឬ អើ?

Do you have a spouse yet?

តើបងស្រីជឿថាព្រះយេស៊ូវគ្រីស្ទគឺជាព្រះអង្គសង្គ្រោះនៃពិភពលោកដែរឬទេ?

tae bawng srei cea thaa preahyeesuukrih រឺ អើ ឬ អើ? ឬ អើ? ឬ អើ? ឬ អើ?

Do you believe that Jesus Christ is the Savior of the world?

នៅ ។ ខ្ញុំមិនទាន់មានប្រពន្ធទេ ។

no. khom min toan mian prapuen tee.

Not yet. I don't have a wife yet.

ចា ។ ខ្ញុំជឿ ។

caa. khom cea.

Yes. I believe.

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Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.

# Adverbials: Time Sequence

	យើង yəəŋ We	នឹង nəŋ will	ជួបគ្នា cuab knia meet each other	ថ្ងៃស្អែក thŋai sʔaek tomorrow	ម៉ោង ពីរ maoŋ pii hour two	(នៅ) ពេលរសៀល (nəo) peel rosial at afternoon	
តើ tae question word	អីលឌើរ/ស៊ីស្ទើរ ɛɛldəə/Siistəə Elder/Sister	សូម soom please	សិក្សាជាមួយលោកគ្រូ seksaa ciamuay lookkruu to meet each other	ថ្ងៃនេះ thŋai nih today	ម៉ោង ប៉ុន្មាន? maoŋ ponmaan? hour how many?	(នៅ) ពេលល្ងាច nəo peel lnjac at evening	ទេ? tee yes/no?
បាទ/ចាំ baat/caa Yes (M/F)	បង (ឈ្មោះ) bɔəŋ_(chmuah) older (name)	ចង់ cəŋ to request	ទៅព្រះវិហារ təo preahviʔhia to go to church	ថ្ងៃណា? thŋai naa? which day?	មួយ muay one	ពេលថ្ងៃ peel thŋai day time	បានទេ? baan tee? can yes/no?
អត់ទេ ʔət tee No	ពួកខ្ញុំ puak khŋom We	សូមឱ្យបង soom ʔaoy bɔəŋ to request you	អធិស្ឋាន ʔaʔthiʔthaan to pray	ម្សិលមិញ msel meŋ yesterday	ប្រាំបី bram bei eight	ពេលយប់ peel yup night time	ដែរឬទេ? dae ruu tee? yes or no?
	លោកពូ look puu uncle	យល់ព្រម yuəl proom accept	អានព្រះគម្ពីរមរមន ʔaan preahkompīi moomon to read the Book of Mormon	ពេលណា? peel naa when?	ប្រាំបួន bram buan nine	ពេលព្រឹក peel pruk morning	(ទេ) (tee) (negator)
		បាន baan past tense (មិន/អត់) (min/ʔət) (negator)	ទទួលបុណ្យជ្រមុជទឹក totual boncroomuctək to receive baptism	ម្សិលមិញ msel mŋai the day before yesterday	ប្រាំ bram five		
			ខានស្អែក khaan sʔaek the day after tomorrow				

តើលោកពូនឹងទទួលបុណ្យជ្រមុជទឹកថ្ងៃអាទិត្យម៉ោងមួយពេលរសៀលទេ?  
tae lookpuu nəŋ totual boncroomuctək thŋai ʔaatit maoŋ muay peel rosial tee?  
Will you be baptized on Sunday at 1 in the afternoon?

យើងសូមជួបគ្នាថ្ងៃស្អែកម៉ោងប្រាំមួយពេលល្ងាចបានទេ?  
yəəŋ soom cuab knia thŋai sʔaek maoŋ pram muay peel lnjac baan tee?  
May we meet tomorrow at six in the evening?

បាទ ។ ខ្ញុំនឹងទទួលបុណ្យជ្រមុជទឹកថ្ងៃអាទិត្យម៉ោងមួយពេលរសៀល ។  
baat. khŋom nəŋ totual boncroomuctək thŋai ʔaatit maoŋ muay peel rosial.  
Yes. I will receive baptism on Sunday at one in the afternoon.

បាន ។ យើងជួបគ្នាថ្ងៃស្អែកម៉ោងប្រាំមួយពេលល្ងាចបាន ។  
baan. yəəŋ cuab knia thŋai sʔaek maoŋ pram muay peel lnjac baan.  
Yes. We can meet tomorrow at six in the evening.



## Scenario

You're contacting in the park with your companion. Spend a few minutes getting to know someone or begin teaching and then try to set a specific appointment.

**1. Practice:** As a class, have the missionaries stand up, find another missionary, and begin teaching/setting an appointment. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice setting an appointment.

**2. Re-practice:** Switch roles and repeat the practice activity. Then, have the missionaries switch practice companions and repeat again.

## Additional Scenario(s)

Your investigator Rithi is ready for baptism, and you need to invite him to be baptized. He may be reluctant at first because he wants to make sure his family can attend his baptism, so finding the right day may take several attempts.

# Classifiers

	ខ្ញុំ khñom <i>I</i>		មាន mian <i>have</i>	ព្រះគម្ពីរមរមន preahkompïi moomoon <i>Book of Mormon</i>	មួយ* muay <i>one</i>	ក្បាល kbaal <i>book/volume</i>	
តើ tau <i>question word</i>	យើង yœŋ <i>We</i>	(មិន/អត់) (min/?ot) <i>(negator)</i>	បង្រៀន boŋrian <i>to teach</i>	អ្នករៀន neak rian <i>investigator</i>	ពីរ pii <i>two</i>	នាក់ neak <i>person</i>	ទេ? tee? <i>yes/no?</i>
បាទ/ចា baat/caa <i>Yes (M/F)</i>	អ្នក neak <i>You</i>		ឃើញ khœŋ <i>to see</i>	បងប្អូន bɔwŋ b?oon <i>siblings</i>	បី bei <i>three</i>	នាក់ neak <i>person</i>	(ទេ) (tee) <i>(negator)</i>
អត់ទេ ?ot tee <i>No</i>	ក្រុមគ្រួសារនោះ krom kruasaa <i>That family</i>		ពិសា pisaa <i>to eat</i>	ម្ហូប mhoob <i>food</i>	បួន buan <i>four</i>	ចាន caan <i>plate</i>	
	ពួកខ្ញុំ puak khñom <i>We</i>		ចង់បាន cɔŋ baan <i>to want (a noun)</i>	រូបថត ruub thɔɔt <i>photo</i>	ប្រាំ bram <i>five</i>	សន្លឹក sɔnlɛk <i>sheet</i>	
	បងប្រុស bɔwŋ broh <i>Older brother</i>		ទិញ tiŋ <i>to buy</i>	ស្បែកជើង sbaek cœŋ <i>shoe</i>	ប្រាំមួយ bram muay <i>six</i>	គូ kuu <i>pair</i>	
	ពួកគេ puakkee <i>They</i>		ស្វែងរក svaen rook <i>to find</i>	សំបុត្រ sɔmbot <i>letter</i>	ប៉ុន្មាន ponmaan <i>how many?</i>	ច្បាប់ cbab <i>article (letters)</i>	

ថ្ងៃនេះតើអ្នកបង្រៀនអ្នករៀនពីនាក់ទេ?

thŋai nih tau ɛɛldœ boŋrian neak rian pii neak tee?  
*Today, are you teaching two investigators?*

តើបងប្រុសមានបងប្អូនប៉ុន្មាននាក់?

tau bɔwŋ broh mian bɔwŋ b?oon ponmaan neak?  
*How many siblings do you have?*

អត់ទេ។ ថ្ងៃនេះពួកខ្ញុំបង្រៀនអ្នករៀនម្នាក់ ។

?ot tee. thŋai nih puak khñom boŋrian neak rian mneak.  
*No. Today we are teaching one investigator*

ខ្ញុំមានបងប្អូនប្រាំពីរនាក់ ។

khñom mian bɔwŋ b?oon pram pii neak.  
*I have seven siblings.*

\*The number one is often shortened when put with a classifier. For example, មួយនាក់ becomes ម្នាក់

## Scenario

You just were assigned to train a new missionary, and your trainee is unfamiliar with many things about the area and your investigators. Using classifiers, describe your new investigators, the food, the ward, and anything pertinent to help your new companion adjust to the area.

**1. Practice:** In groups of two, have one companion take the role of the trainer and have the other companion take the role of the missionary. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice helping their companion get to know the area.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

Because you have too many investigators to handle at the moment, your companion and you have arranged to split to teach with two Priesthood brethren from your ward. The brother who is accompanying you today is unfamiliar with many aspects of missionary work.

# Verb Tenses

	ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih <i>Jesus Christ</i>		បាន* baan <i>(past tense)</i>	រស់ឡើងវិញ ruah laeug viñ <i>to resurrect</i>		
តើ tae <i>question word</i>	ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih <i>Jesus Christ</i>	(មិន/អត់) (min/?ot) <i>(Negator)</i>	បាន baan <i>past tense</i>	បង្កើត bangkaet <i>to create</i>	ផែនដី phaendei <i>the Earth</i>	ទេ? tee? <i>yes/no?</i>
បាទ/ចា baat/caa <i>Yes</i>	យើង yœaŋ <i>We</i>		កំពុងតែ kɑmpuŋ tae <i>in the process of</i>	រៀបចំសំរាប់ riabcœm sœmrab <i>to prepare for</i>	ការជំនុំជម្រះ kaacumnumcumreah <i>judgment</i>	(ទេ) (tee) <i>(Negator)</i>
អត់ទេ ?ot tee <i>No</i>	ព្រះអង្គសង្គ្រោះ preah?œngœŋkruah <i>Savior</i>		នឹង nœŋ <i>future tense</i>	សុគត so?kut <i>to die (royal)</i>	នៅលើឈើឆ្កាង nœo lœœ chœœchkaeŋ <i>on cross</i>	ពេលណា? peel naa? <i>when?</i>
ហេតុអ្វី haet ?avei <i>Why?</i>	អីវិលខ្មែរ/ស៊ីស្ទើរ xiivilœœ/Siistœœ <i>Elder/Sister</i>			រៀនពី rian pii <i>to learn from</i>	បទពិសោធន៍ bœtpisaot <i>experience</i>	នៅ(ទី)ណា? nœo(tii)naa? <i>where? (specific)</i>
	ពួកបរិសុទ្ធដ៏ស្មោះត្រង់ puak bœœre?sot dœœ smœhtrœŋ <i>Faithful saints</i>			ត្រឡប់ទៅ trœœlob tœœ <i>to return to</i>	វត្តមាននៃព្រះវរបិតាស្តី vœœtta?mian nœi preahvœbeidaasua <i>presence of Heavenly Father</i>	អ្វី? ?avei? <i>what?</i>
	មនុស្ស monuh <i>People</i>			រៀននៅ rian nœœ <i>to learn (location)</i>	ពិភពវិញ្ញាណ pi?phœœp viñkian <i>Spirit World</i>	យ៉ាងមេច? yaeŋ meec? <i>how?</i>

តើខ្ញុំនឹងទទួលបានការជំនុំជម្រះទេ?

tae khkœm nœŋ totual kaacumnumcumreah tee?  
*Will I receive judgment?*

ហេតុអ្វីព្រះយេស៊ូវគ្រីស្ទបានសុគត?

haet ?avei preahyeesuukrih baan so?kut?  
*Why did Jesus Christ die?*

បាទ។ យើងទាំងអស់នឹងទទួលបានការជំនុំជម្រះ ។

baat. yœaŋ teaeŋ ?œh nœŋ totual kaacumnumcumreah.  
*Yes. We all will receive judgment.*

ព្រះយេស៊ូវគ្រីស្ទបានសុគតពីព្រោះទ្រង់ស្រឡាញ់យើង ។

preahyeesuukrih baan so?kut pipruah truœŋ srœœlañ yœœŋ  
*Jesus Christ died because he loves all men.*

\*In Cambodian, tense is usually implied from context.

## Scenario

As you enter your investigator's home, he hurriedly welcomes you in and apologizes for having to leave in ten minutes. You and your companion had planned on teaching the Plan of Salvation, but you now decide a quick overview would be more appropriate given the circumstances.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice giving a brief overview of the Plan of Salvation.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

The Relief Society president in your branch just found out that her father passed away. You and your companion decided to stop by and share a brief message about the Plan of Salvation to comfort her.



# Conceptual Practice: Sandwiches

Cambodian utilizes a combination of auxiliary and end particles to modify a sentence. For example, English: “I can go,”  
Cambodian: “I can go can.” When multiple “sandwiches” occur, the first “sandwich” surrounds the second. Have the missionaries change the following examples below to use Cambodian grammar in English.

I can read my scriptures.

I also believe in Jesus Christ.

I will only do what is right.

He still won’t meet with us.

Jesus still chose to suffer for us.

We can return to live with Heavenly Father again.

You can pray anytime.

Only Jesus Christ could perform the Atonement.

You maybe will be healed.

All men can be saved.

The church today also has prophets and apostles.

Repentance is not only forsaking sin.

Wickedness never was happiness.

I am still learning Cambodian every day.

The Book of Mormon was not lost forever.

He maybe will serve a mission someday.

I can choose to repent.

I still pray every day.

I did not go to church.

Will you always pray?

She maybe will go to church.

Jesus Christ did not sin.

I cannot be baptized yet.

Nephi never murmured against his father.

Lemuel also rebelled with Laman.

Heavenly Father only wants us to be happy.

Jesus Christ still lives.

The Nephites did not repent.

Maybe Kakadaa will choose to be baptized today.

Teach simply enough so a child can understand.

Heavenly Father also answers our prayers.

I am responsible for only my sins.

Cambodia has never had a temple before.

I do not want to be anywhere else.

	ព្រះវរបិតាស្នូត preahvobeidaa sua Heavenly Father		នៅតែ nho tae still		ស្រឡាញ់ srslaŋ to love		បងប្រុស bvang broh older brother		នៅឡើយ nho lauy still	
តើ tae question	យើង yœŋ we	(មិន/អត់) (min/?ot) (negator)	ទើបតែ* tœɔb tae just		សួរ sua to ask		សំនួរ somnua question		មិញ* meŋ just	ទេ? tee? yes/no?
បាទ/ចា baat/caa Yes (M/F)	ពួកគាត់ puakkoat they		ប្រហែលជា brohael cia maybe	(មិន/អត់) (min/?ot) (negator)	សុំ som to request		ពរជ័យ poocey blessings		ទេដឹង tee dœŋ maybe	(ទេ) (tee) (Negator)
អត់ទេ ?ot tee No	មនុស្សទុច្ចរិត monuh tucca?ret wicked people				ស្គាល់ skoal to know (be familiar with)		ការអធិស្ឋាន kaa?a?thi?thaan prayer			ប៉ុនណា? pen naa? how much?
ហេតុអ្វី haet ?avei why?	អ្នកណា? neak naa? who?				គាំទ្រ koamtroo to support		មនុស្សសុចរិត monuh soca?ret righteous people			(មួយ)ណា? (muay) naa? which (one)?
	បងប្រុស bvang broh older brother				អត់ចង់ ?ot cœŋ not want to		ទៅព្រះវិហារ tœ preahvi?hia Holy Ghost			ពេលណា? peel naa? when?
					ធ្វើ thvœœ to do		អ្វីដែលមិនត្រឹមត្រូវ ?avei dael min trœmtrov things which not correct			អ្នកណា? neak naa? who?

តើអ្នកណាទើបតែសួរសំនួរមិញ?

tae neak naa tœb tae sua somnua meñ?

*Who just asked a question?*

តើបងប្រុសនៅតែមិនចង់ទៅព្រះវិហារទេ?

tae bvang broh nho tae min cœŋ tœ preahvi?hia tee?

*Does older brother still not want to go to church?*

បងស្រីជាអ្នកដែលទើបតែសួរសំនួរមិញ ។

bvang sreï cia neak dael tœb tae sua somnua meñ.

*She is the person who just asked a question.*

ហ្នឹងហើយ ។ គាត់នៅតែមិនចង់ទៅព្រះវិហារនៅឡើយទេ ។

neŋhaey. koat nho tae min cœŋ tœ preahvi?hia nho lauy tee.

*That's right. He stil doesn't want to go to church.*

\*With sandwiches, having both the auxiliary and the end particle emphasizes the sandwich. However either one can be dropped and the sentences will still be correct.

# Sandwiches: Can & Also

	បងប្រុស bɔwŋ broh older brother	អាច ʔaac can	រស់នៅ ruah nɛo to live	ក្នុងវត្តមានរបស់ព្រះវរបិតាសួរគឺ knɔŋ voattaʔmian robɔh preahvobeidaa sua in Heavenly Father's presence	បាន baan can	
តើ taɯ question word	អីវិលខ្មើរ/ស៊ីស្ទើរ ɛɛldəə/siistəə Elders/Sisters	ក៏* kɔɔ also	ស្វែងរក svaen rook to find	ជាមួយក្រុមគ្រួសាររបស់បងប្រុស ciamuay krom kruasaa robɔh bɔwŋ broh with older brother's family	ផងដែរ* phɔwŋ dae also	ទេ? tee? yes/no?
បាន baan Can	លោកគ្រូ/អ្នកគ្រូ lookkruu/neakkruu Teacher (M/F)	(មិន/អត់) (min/ʔɔt) (negator)	ផុតពី phot pii to be freed from	(ដោយ) សេចក្តីសុខសាន្ត (daoy) seckdeisoksaan (with/by means of) peace		(ទេ) (tee) (Negator)
អត់បាន ʔɔt baan Cannot			រៀន (ពី) rian (pii) learn (from)	សុភមង្គលក្នុងជីវិតនេះ soʔpheaʔmeanʔkuəl knɔŋ ciivit nih happiness in this life		យ៉ាងមេចដែរ? yaan meec dae? how?
				ចំណងនៃសេចក្តីស្លាប់ ɔmɔwŋ nɛi seckdeislab bonds of death		
				អំពើបាបរបស់បងប្រុស ʔɔmpəəbaab robɔh bɔwŋ broh older brother's sins		
				ភាសាខ្មែរ phasaa khmae Cambodian language		

តើខ្ញុំអាចផុតពីអំពើបាបរបស់ខ្ញុំយ៉ាងមេចដែរ?

taɯ khɲom ʔaac phot pii ʔɔmpəəbaab robɔh khɲom yaan meec dae?

How can I be freed from my sins?

តើបងស្រីក៏អាចស្វែងរកសេចក្តីសុខសាន្តផងដែរទេ?

taɯ bɔwŋ srei kɔɔ ʔaac svaen rook seckdeisoksaan phɔwŋ dae tee?

Can you also find peace?

តាមរយៈការប្រែចិត្ត បងប្រុសអាចផុតពីអំពើបាបរបស់បងប្រុសបាន ។

taam royeaʔ kaapraecet bɔwŋ broh ʔaac phot pii ʔɔmpəəbaab robɔh bɔwŋ broh baan.

Through repentance, you can be freed from your sins?

ចាំ។ ខ្ញុំជឿថាខ្ញុំក៏អាចស្វែងរកសេចក្តីសុខសាន្តបាន ។

caa. khɲom cɯa tha khɲom ʔaac svaen rook seckdeisoksaan baan.

Yes. I believe that I can find peace.

\*With sandwiches, having both the auxiliary and the end particle emphasizes the sandwich. However either one can be dropped and the sentences will still be correct.

## Scenario

After having just finished reading the introduction to the Book of Mormon with Ming Phalli, you and your companion decide to teach her how to pray to receive an answer.

**1. Practice:** After splitting the class in two groups, have one missionary take the role of the investigator and have the other missionaries take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice explaining what the investigator can do in prayer. Have the missionaries “popcorn teach” by having a missionary pass the opportunity to teach by saying “popcorn” and the name of the next missionary. The previous missionary will now become the investigator.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

While contacting on the street, you met with Monii who has heard about Jesus Christ before. He has been struggling with his family recently. He asks you the question, “How could God help me with my problems?”

	យើង yəəŋ We		គ្រាន់តែ kroan tae only	អធិស្ឋានទៅ ʔaʔthiʔthaan təə to pray to	ព្រះវរបិតាស្ដី preahvobeidaa sua Heavenly Father	(តែ)ប៉ុណ្ណោះ (tae) ponnəh only
តើ tae question word	ពួកខ្ញុំ puak khñom We			ចង់ជួយ cəŋ cuay to want to help	បងស្វែងរកសុភមង្គល bəŋ svaen rook soʔpheaʔmeanʔkuəl you find happiness	ទេ? tee? yes/no?
បាទ/ចា baat/caa Yes (M/F)	សមាជិក samaacik Members	(មិន/អត់) (min/ʔət) (negator)		អធិស្ឋាន ʔaʔthiʔthaan to pray	នៅព្រះវិហារ nəə preahviʔhia at church	(ទេ) (tee) (negator)
អត់ទេ ʔət tee No				មាន mian to have	ដប់ប្រាំនាទីដើម្បីជួបគ្នា dəb bram niatii daəmbei cuab knia fifteen minutes to meet each other	(ទេ) (tee) (emphasis)
				ទាក់ទង teak toon to communicate	ជាមួយក្រុមគ្រួសារមួយអាទិត្យម្តង cia muay krom kruasaa muay ʔaatit mdəŋ with family once a week	
	សាសនាចក្រនេះ saasnaacak nih This church		គឺជា kəə cia is	សាសនាចក្រ saasnaacak church	តែមួយ tae muay only (one)	ដ៏ពិត dəw pit which is true
	ថូម៉ាសអេសម៉ែនសុន thoomaah ʔeeh məwɔnson Thomas S. Monson	(មិនមែន) (min mɛɛn) (negator)	ជា cia is	ព្យាករី pyiakaarei prophet		ដែលរស់នៅឥឡូវនេះ dael ruah nəə ʔeilov nih that lives now

តើសមាជិកគ្រាន់តែអធិស្ឋាននៅព្រះវិហារប៉ុណ្ណោះទេ?

tae samaacik kroan tae ʔaʔthiʔthaan nəə preahviʔhia ponnəh tee?  
Do members only pray at church?

តើសាសនាចក្រនេះគឺជាសាសនាចក្រតែមួយដ៏ពិតទេ?

tae saasnaacak nih kəə cia saasnaacak tae muay dəw pit tee?  
Is this church the only church which is true?

អត់ទេ។ សមាជិកមិនគ្រាន់តែអធិស្ឋាននៅព្រះវិហារតែប៉ុណ្ណោះទេ ។

ʔət tee. samaacik min kroan tae ʔaʔthiʔthaan nəə preahviʔhia tae ponnəh tee.  
No. Members do not only pray at church.

បាទ។ សាសនាចក្រនេះគឺជាសាសនាចក្រតែមួយដ៏ពិត ។

baat. saasnaacak nih kəə cia saasnaacak tae muay dəw pit.  
Yes. This church is the only church which is true.



## Scenario

You decided to stop by and visit a recent convert who expressed some questions about tithing and fasting during Sunday School last Sunday. He wants to be obedient to all of God's commandments, but he is unsure how tithing and fasting are used or how he can give to the Lord.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice teaching about tithing and fast offerings.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

At the market, a former investigator Vannak approaches you and asks, "I heard that everyone in your church has to give all of their money to the church for the missionaries. Is that true?" Help clarify the roles of tithing and fast offerings to Vannak, and try to set up an appointment at his home for a later time.

# Always & Surely

	ព្រះវរបិតាសួគ៌ preahvobeidaa sua <i>Heavenly Father</i>	តែងតែ taen tae <i>always</i>	ស្តាប់ sdab <i>to listen</i>	ការអធិស្ឋានរបស់យើង kaa?a?thi?thaan roboh yəəŋ <i>our prayers</i>	ជានិច្ច cianec <i>always</i>	
តើ tau <i>question word</i>	ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih <i>Jesus Christ</i>			ការបំផុសគំនិត kaabəmpʰoh kumnit <i>inspiration</i>	ជាដាប* cia doraab <i>without fail (forever)</i>	ទេ? tee? <i>yes/no?</i>
បាទ/ចា baat/caa <i>Yes (M/F)</i>	ទ្រង់ truəŋ <i>He</i>		ចាប់អារម្មណ៍(អំពី) cab ?aarəʊm (?əmpii) <i>to be interested (about)</i>	ចំណើយរបស់សាសនាគន្លងការី cəmlaəy robəʰ saasnaakuənkaareɪ <i>investigators answers</i>	(ជា)មិនខាន (cia) min khaan <i>without fail</i>	(ទេ) (tee) <i>(Negator)</i>
អត់ទេ ʔət tee <i>No</i>	យើង yəəŋ <i>We</i>	មិនដែល min dael <i>never</i>		ជីវិតរបស់បង ciivit robəʰ bəʊŋ <i>older person's life</i>	ទេ tee <i>(negator)</i>	
ហេតុអ្វី haet ?avei <i>Why?</i>	អីវិលខ្មើរ/ស៊ីស្ទើរ ɛɛldəʊ/siistəʊ <i>Elder(s)/Sister(s)</i>	ពិតជា pit cia <i>truly</i>	ចង់ឲ្យ cəŋ ?aoy <i>to want (someone to)</i>	យើងអធិស្ឋានទៅទ្រង់ yəəŋ ?a?thi?thaan təʊ truəŋ <i>us to pray to Him</i>		
		ប្រាកដជា brakəd cia <i>surely</i>		បងប្រុសមានសុភមង្គល bəʊŋ broh mian so?pʰea?meanʔkuəl <i>older brother to have happiness</i>		
			ជ្រើសរើសធ្វើតាម crəəhrəəʰ thvəə taam <i>to choose to follow</i>	ព្រះវរបិតារបស់ទ្រង់ preahvobeidaa robəʰ truəŋ <i>His Father</i>		

ហេតុអ្វីព្រះវរបិតាតែងតែស្តាប់ការអធិស្ឋានរបស់យើងជានិច្ច?

haet ?avei preahvobeidaa taen tae sdab kaa?a?thi?thaan robəʰ yəəŋ cianic?

*Why does Heavenly Father always listen to our prayers?*

តើព្រះគ្រីស្ទតែងតែជ្រើសរើសធ្វើតាមព្រះវរបិតារបស់ទ្រង់ទេ?

tae preahkrih taen tae crəəhrəəʰ thvəə taam preahvobeidaa robəʰ truəŋ tee?

*Does Christ always choose to follow His Father?*

ទ្រង់តែងតែស្តាប់ការអធិស្ឋានរបស់យើងជានិច្ចពីព្រោះទ្រង់ស្រឡាញ់យើង ។

truəŋ taen tae sdab kaa?a?thi?thaan robəʰ yəəŋ cianic pii pruah truəŋ srəlaŋ yəəŋ.

*He always listens to our prayers because He loves us.*

បាទ។ ទ្រង់តែងតែជ្រើសរើសធ្វើតាមព្រះវរបិតារបស់ទ្រង់ជានិច្ច ។

baat. truəŋ taen tae crəəhrəəʰ thvəə taam preahvobeidaa robəʰ truəŋ cianic.

*Yes. He always chooses to follow His Father.*

*\*While this board display gives an example of a sandwich with taen tae and cianec, based on context, different end particles can be used with taen tae. Depending on circumstance, cia doraab and cia min khaan can be just as or even more appropriate as the end particle.*

## Scenario

After having just finished reading the introduction to the Book of Mormon with Ming Phalli, you and your companion decide to teach her how to pray to receive an answer.

**1. Practice:** After splitting the class in two groups, have one missionary take the role of the investigator and have the other missionaries take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice explaining what the investigator can do in prayer. Have the missionaries “popcorn teach” by having a missionary pass the opportunity to teach by saying “popcorn” and the name of the next missionary. The previous missionary will now become the investigator.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

While contacting on the street, you met with Monii who has heard about Jesus Christ before. He has been struggling with his family recently. He asks you the question, “How could God help me with my problems?”



Cambodian has two words which can be used in place of the English “that.” ថា means “the following” and is used in the context of, “I know that (the following) the Church is true.” ដែល means “which” or “who/whom,” but it frequently is used when the English “that” occurs. It occurs in sentences that describe a noun such as, “my companion who is kind” or “the book that I love.” Have the missionaries read the following examples below and determine whether ថា or ដែល should be used.

I know that the Book of Mormon is true.  
 The investigator that is struggling...  
 The Prophet is the man that leads the Church.  
 The question that I have...  
 I taught that the Gospel has been restored.  
 When the authority that was lost was restored...  
 After you feel that the Book of Mormon is true...  
 We teach about things that help us to be happy.  
 Ming Phalli said that she is feeling sick today.  
 We believe that God is our Father.  
 Nephi shows that it is better to obey.  
 Investigators who come to church are wonderful.  
 Boraan said that he wants to be baptized!  
 She told me that she feels this message is true.  
 I agree that we should invite him to pray.  
 Who is the person that has the spiritual thought?

I feel that I should pray.  
 My companion, who is my friend...  
 I believe that Heavenly Father loves me.  
 The person who I trust...  
 The hope that Christ gives us...  
 Sokhaa thinks that all religions teach us to be good.  
 He is the person that helped me.  
 I heard that Jesus Christ is our Savior.  
 God, who is our Father, loves us.  
 I know that Jesus Christ loves me.  
 The last prophet who edited the Book of Mormon...  
 I have a feeling that he felt the Spirit.  
 Jesus Christ is the person that is most understanding.  
 I think that this is the church that is true.  
 This is the place that Joseph Smith saw God.  
 I know that Thomas S. Monson is a prophet of God.





The word “with” has two equivalents in Cambodian: ដោយ and ជាមួយ . ជាមួយ is used when two nouns are participating in the same action together, i.e. “I am going to Church with my companion.” ដោយ is used when a noun is completing an action by the means of an object, i.e. “I am eating with a spoon.” If ជាមួយ were used in this sentence, it would mean that the spoon is literally eating beside you. Using the following examples, have the missionaries determine which “with” should be used in each sentence.

I am going to Church with my companion.

Christ ate with the apostles.

To receive an answer, we must pray with faith.

Moroni equipped his soldiers with armor.

My companion teaches with boldness.

I enjoy eating with chopsticks.

The Nephites fought with courage.

I write with my right hand.

Prophets teach with power and authority.

He lives with his brother.

We are promised to have the Holy Ghost with us.

I teach with the scriptures.

Korihor contended with Alma.

I want to be companions with him/her.

Sokhaa shared his testimony with us.

The Plan of Salvation fills me with hope.

David killed Goliath with a stone.

We need to pray with the Spirit.

For a blessing, we anoint the sick with oil.

Laman and Lemuel fought with Nephi.

Moroni carried the Gold Plates with him.

I will pray with my family.

I like to eat my food with peppers.

They are friends with the missionaries.

I always stay with my companion.

We must have faith with our works.

Tomorrow, we are eating dinner with the Yiab family.

I love to teach with the branch president.

I should have patience with myself.

I am blessed with a great family.

Lehi prayed with all his heart for his people.

Revelation is received with your mind and heart.

Daniel was thrown into a den filled with lions.

Adam was cast out with Eve.

# Comparisons

	ក្រុមគ្រួសារ krom kruasaa <i>Family</i>	របស់ខ្ញុំ roboh khñom <i>of me</i>		ធំ thom <i>big</i>	ជាង cianj <i>more than</i>	ក្រុមគ្រួសាររបស់បង krom kruasaa roboh bəwəj <i>your family</i>	
តើ taɯ <i>question word</i>	បងប្រុស bəwəj broh <i>Brother (older)</i>	របស់អ្នក roboh neak <i>of you</i>	(មិន/អត់) (min/?ət) <i>(negator)</i>	ខ្ពស់ khpuah <i>tall</i>		គេ* kee <i>them (-est)</i>	ទេ? tee? <i>yes/no?</i>
បាទ/ចា baat/caa <i>Yes (M/F)</i>	ប្អូនប្រុស bʔoon broh <i>Brother (younger)</i>			ទាប tiab <i>short</i>		ខ្ញុំ khñom <i>me</i>	(ទេ) (tee) <i>(negator)</i>
អត់ទេ ?ət tee <i>No</i>	បងស្រី bəwəj srei <i>Sister (older)</i>			សប្បាយ sabbay <i>happy</i>		អ្នក neak <i>you</i>	
	ប្អូនស្រី bʔoon srei <i>Sister (younger)</i>			ចេះ ceh <i>to know how</i>			
	ខ្ញុំ khñom <i>I</i>			ឆ្លាត chlaat <i>smart</i>			
	ម្តាយ mdaay <i>Mother</i>			ក្មេង kmeenj <i>young</i>			

តើក្រុមគ្រួសាររបស់ខ្ញុំធំជាងក្រុមគ្រួសាររបស់បងប្រុសទេ?

taɯ krom kruasaa roboh khñom thom cianj krom kruasaa roboh bəwəj broh tee?  
*Is my family bigger than your family?*

តើម្តាយរបស់បងក្មេងជាងឪពុករបស់បងទេ?

taɯ mdaay roboh bəwəj kmeenj cianj ?əvpuk roboh bəwəj tee?  
*Is your mother younger than your father?*

អត់ទេ។ ក្រុមគ្រួសាររបស់អើលឌើរមិនធំជាងក្រុមគ្រួសាររបស់ខ្ញុំទេ ។

?ət tee. krom kruasaa roboh ɛɛldəə min thom cianj krom kruasaa roboh khñom tee.  
*No. Your family is not bigger than my family..*

បាទ ។ ម្តាយរបស់ខ្ញុំក្មេងជាងឪពុករបស់ខ្ញុំ ។

baat. mdaay roboh khñom kmeenj cianj ?əvpuk roboh khñom.  
*Yes. My mother is younger than my father.*

\*When using តើ it changes the meaning from more than to most. i.e. bigger-->biggest.

## Scenario

Bring a picture of your family. Your investigator family has asked to see a picture of your family. After several visits, you agree to bring a picture and show them.

**1. Practice:** After splitting the class in two groups, have one missionary in each group take the role of the missionary sharing about his or her family and have the other missionaries take the role of the investigators. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice describing and comparing their family to the rest of the investigators. Have the investigators ask questions regarding the family of the missionary.

**2. Re-practice:** Switch roles and repeat the practice activity until each missionary has had a turn.

## Additional Scenario(s)

Pheakdei just told you that he has a friend who is interested in learning about the Gospel. Have Pheakdei describe his friend to you, and ask him questions to get to know his friend better.

# Prepositions: For

	ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih <i>Jesus Christ</i>	សុគត so?kut <i>die (royal)</i>	ឲ្យ ?aoy <i>for (for the benefit of)</i>	យើង yəəŋ <i>us</i>	
តើ tae <i>Question Word</i>	ព្រះអង្គសង្គ្រោះ preah?əŋsəŋkruah <i>The Savior</i>	(មិន/អត់) (min/?ət) <i>(negator)</i>	រងទុក្ខ roŋ tuk <i>to suffer</i>	សំរាប់ səmrab <i>for (generic)</i>	បីថ្ងៃ bei thŋai <i>3 days</i>
បាទ/ចា baat/caa <i>Yes (M/F)</i>			មានសេចក្តីស្រឡាញ់ mian seckdeisrəlaŋ <i>to have love</i>	ដើម្បី daəmbei <i>for (for the benefit of)</i>	អ្នកឈឺ neak chae <i>sick people</i>
អត់ទេ ?ət tee <i>No</i>			ខ្វល់ខ្វាយ khvəl khvaay <i>to care</i>	ចំពោះ cəmpuah <i>for (towards, directional)</i>	វិញ្ញាណនៅពិភពវិញ្ញាណ viŋŋian nəo piphoopviŋŋian <i>spirits in the Spirit World</i>
			ធ្វើអព្វកហេតុ thvəə a?phutahaet <i>to perform miracles</i>	ជំនួស cumnuah <i>for (in substitution of, instead of)</i>	មនុស្សគ្រប់រូប monuh krub ruub <i>everybody</i>
			បង្រៀនដំណឹងល្អ bəŋrian dəmneŋ l?əw <i>to teach the Gospel</i>	អស់ ?əh <i>for (all of, duration of time)</i>	មនុស្សដែលធ្វើបាប monuh dæl thvəə baab <i>sinners</i>
					អំពើបាបរបស់យើង ?əmpəəbaab robəh yəəŋ <i>our sins</i>

តើព្រះយេស៊ូវគ្រីស្ទបានសុគតដើម្បីយើងទេ?

tae preahyeesuukrih baan so?kut daəmbei yəəŋ tee?

*Did Jesus Christ die for us?*

តើបងជឿថាព្រះយេស៊ូវគ្រីស្ទបានរងទុក្ខជំនួសយើងទេ?

tae bəwŋ cəa thaə preahyeesuukrih baan roŋ tuk cumnuah yəəŋ tee?

*Do you believe that Jesus Christ suffered for us?*

បាទ ។ ព្រះយេស៊ូវគ្រីស្ទបានសុគតដើម្បីយើង ។

baat. preahyeesuukrih baan so?kut daəmbei yəəŋ.

*Yes. Jesus Christ died for us.*

បាទ ។ ខ្ញុំជឿថាព្រះយេស៊ូវគ្រីស្ទបានរងទុក្ខជំនួសយើង ។

baat. khŋom cəa thaə preahyeesuukrih baan roŋ tuk cumnuah yəəŋ.

*Yes. I believe that Jesus Christ suffered for us.*

## Scenario

You feel that your investigator Eng does not really understand the importance of the Atonement after you taught about the Plan of Salvation last week. Eng is a father of seven children, and he is very happy in his life. Help him to see what the Atonement has to offer him and how it has blessed your life.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries describe what the Atonement can offer Eng and how it has blessed their lives.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

You decide to share your testimony of the Atonement on fast Sunday. As a class, give each missionary an opportunity to stand in front of the class and share his or her witness of the Savior and his Atonement if he or she desires.

# Prepositions: To (Direct and Indirect Objects)

	ទូលបង្គំ tuulbongkum <i>I (respectful)</i>		សូមឲ្យទ្រង់ soom ?aoy truəŋ <i>request thee</i>	ប្រទាន protian <i>to bestow (to bless)</i>	ព្រះវិញ្ញាណបរិសុទ្ធ preahvikiñian bwore?sot <i>Holy Ghost</i>	ដល់ dol <i>to</i>	ទូលបង្គំ tuulbongkum <i>me (respectful)</i>	
តើ tae <i>question word</i>	ព្រះវរបិតា preahvobeidaa <i>Heavenly Father</i>	(មិនទាន់) (min toan) <i>not yet</i>	អាច ?aac <i>can</i>	បង្រៀន bongrian <i>to teach</i>	កម្លាំង komlan <i>strength</i>	មក mook <i>to</i>	ពួកទូលបង្គំ puaktuulbongkum <i>us (respectful)</i>	ទេ? tee? <i>yes/no?</i>
បាទ/ចា baat/caa <i>Yes (M/F)</i>			បាន baan <i>(past tense)</i>		ពរជ័យ poocEy <i>blessing</i>	ទៅ teo <i>to</i>	ម្ហូប mhoob <i>food</i>	ហើយ(ឬ)នៅ? haey rae neo? <i>yet? (already or not)</i>
អត់ទេ ?ot tee <i>No</i>			នឹង neng <i>(future tense)</i>		សេចក្តីជំនឿ seckdeicumnha <i>faith</i>	ឲ្យ ?aoy <i>to</i>	បងប្រុស broh <i>brother (older)</i>	ហើយ(ៗ) haey (haey) <i>already.</i>
នៅ nao <i>Not yet</i>			- - <i>(present tense)</i>		សេចក្តីសង្ឃឹម seckdeisongkhum <i>hope</i>			(ទេ) (tee) <i>(negator)</i>
					មេរៀនសំខាន់ meerian somkhan <i>important lesson</i>			

តើព្រះវរបិតាបានប្រទានកម្លាំងឲ្យអើយខ្ញុំនិងស៊ីស្ទើរហើយឬនៅ?

tae preahvobeidaa baan protian komlan ?aoy ខ្ញុំនិងស៊ីស្ទើរហើយឬនៅ?  
*Did Heavenly Father bless you (Elders and Sisters) with strength?*

តើព្រះអង្គអាចមានព្រះបន្ទូលមកខ្ញុំបានទេ?

tae preah?wng ?aac mian preahbontoal mook khñom baan tee?  
*Can God speak to me?*

ហើយៗ ។ ព្រះវរបិតាបានប្រទានកម្លាំងដល់ពួកខ្ញុំហើយ ។

haey haey. preahvobeidaa baan protian komlan dol puak khñom haey.  
*Yes. Heavenly Father has already blessed us with strength.*

ចា ។ ព្រះអង្គនឹងមានព្រះបន្ទូលទៅបងស្រីតាមរយៈព្រះវិញ្ញាណ ។

caa. preah?wng neng mian preahbontoal teo bwong srei taam royea? preahvikiñian.  
*Yes. God will speak to you (older sister) through the Spirit*

## Scenario

While teaching about prayer to Sokhon, a single mother, she asks, “What exactly do I say when I pray?” Give her some examples of what she might say in prayer. Especially focus on requests that she can say.

**1. Practice:** In groups of two, have one companion take the role of the missionary and have the other companion take the role of the investigator. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice giving examples of what may be asked in prayer.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

With your companion, pray for your progressing investigators and your companionship using the grammar in this lesson.



# Conjunctions: Time Sequence (When, Before, Since)

ពេលដែល	ខ្ញុំ	អានព្រះគម្ពីរមរមន	នោះ	ខ្ញុំ	ទទួលចំណេះដឹង
peel dael	khñom	?aan preahkompïi moomoon	nuh	khñom	totual cōmlaay
When	I	to read Book of Mormon	then	I	received answer

បាទ/ចា	(ពី)មុន	យើង	អធិស្ឋាន	(តើ)	យើង	មានអារម្មណ៍ពីព្រះវិញ្ញាណ	ទេ?
baat/caa	(pii) mun	yəəŋ	?a?thi?thaan	(tae)	yəəŋ	mian ?aarom pii preahviññian	tee?
Yes (M/F)	Before	we	to pray	(question)	we	feel the Spirit	yes/no?
អត់ទេ	តាំងពី	ឪពុកខ្ញុំ	ទទួលបុណ្យជ្រមុជទឹក		ឪពុកខ្ញុំ	ដឹងថាសាសនាចក្រនេះពិត	(ទេ)
?ot tee	tan pii	?ovpuk khñom	totual boncroomuc tuk		?ovpuk khñom	deŋ thaas naacak nih pit	(tee)
No	Since	my father	to be baptized		my father	know that this church is true	(negator)
		យ៉ូសែបស្មីត	ទៅព្រះវិហារ		យ៉ូសែបស្មីត	ចង់ស្វែងរកសេចក្តីពិត	
		yoosaeb smiit	two preahvi?hia		yoosaeb smiit	caŋ svaen rook seckdeipit	
		Joseph Smith	to go to church		Joseph Smith	want to find the truth	

សេចក្តីជំនឿខ្ញុំ	រីកចម្រើន	តាំងពី	ខ្ញុំ	អធិស្ឋានរាល់ថ្ងៃ
seckdeicumnha khñom	riik cōmraen	tan pii	khñom	?a?thi?thaan roal thŋai
My faith	to progress	since	I	pray every day

តើ	ចិត្តរបស់អើលឌ័រ/ស៊ីស្ទើរ	ពោរពេញទៅដោយសេចក្តីស្រឡាញ់	ពេលដែល	អើលឌ័រ/ស៊ីស្ទើរ	បំរើព្រះ
tae	cet robōh ɛɛldəə/Siistəə	poopeñ two daoy seckdeisrolañ	peel dael	ɛɛldəə/Siistəə	cōmrae preah
question	Elder/Sister's heart	is filled with love	when	Elder/Sister	serve God
	លោកពូ	អាចមានចិត្តភ័យខ្លាច	(ពី)មុន	លោកពូ	ចាប់ផ្តើមអធិស្ឋាន
	lookpuu	?aac mian cet phɛy khlaac	(pii) mun	lookpuu	cabphdaem ?a?thi?thaan
	younger uncle	can have a fearful heart	before	younger uncle	begin to pray

ពេលដែលយើងអធិស្ឋាន តើយើងមានអារម្មណ៍ពីព្រះវិញ្ញាណទេ?

peel dael yəəŋ ?a?thi?thaan tae yəəŋ mian ?aarom pii preahviññian tee?  
When we pray, do we feel the Spirit?

តាំងពីលោកពូទៅព្រះវិហារ តើលោកពូទទួលស្គាល់ថាសាសនាចក្រនេះពិតទេ?

tan pii look puu two preahvi?hia tae look puu totualskoal thaas naacak nih pit tee?  
Since you have gone to church, do you realize that this church is true?

បាទ ។ ពេលដែលយើងអធិស្ឋាន នោះយើងមានអារម្មណ៍ពីព្រះវិញ្ញាណ។

baat. peel dael yəəŋ ?a?thi?thaan nuh yəəŋ mian ?aarom pii preahviññian.  
Yes. When we pray, we feel the Spirit.

បាទ ។ តាំងពីខ្ញុំទៅព្រះវិហារ ខ្ញុំទទួលស្គាល់ថាសាសនាចក្រនេះពិត ។

baat. tan pii khñom two preahvi?hia khñom totualskoal thaas naacak nih pit.  
Yes. Since I have gone to church, I realize that this church is true.

## Scenario

While you are teaching your investigator about the Book of Mormon, you feel impressed to share your experience of how you know the Book of Mormon to be true.

**1. Practice:** In groups of two, have one companion take the role of the missionary and have the other companion take the role of the investigator. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice sharing a spiritual experience (as appropriate) with their investigator.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

As you feel appropriate, share a spiritual experience that you have had in coming to know the truthfulness of any Gospel principle.

# Conjunctions: Time Sequence (After, Next)

	ក្រោយ(ពី)* kraoy (pii) After	ខ្ញុំ khk'om I	អនុវត្តសេចក្តីជំនឿ ?a?nu?voat seckdeicumnua exercise faith	នោះ nuh then	ព្រះ preah God	ផ្តល់ការណែនាំដល់ខ្ញុំ pdol kaanaenoam dol khk'om gives me guidance	
បាទ/ចាំ baat/caa Yes (M/F)	បន្ទាប់ពី bontoab pii After	បងស្រី bvang srei older sister	ចាប់ផ្តើមមានសេចក្តីជំនឿ cabphdaum mian seckdeicumnua begin to have faith	(តើ) (tae) (question)	បងស្រី bvang srei older sister	នឹងមានបំណងចង់ប្រែចិត្ត nhy mian bomnong cang praecet will have a desire to repent	ទេ? tee? yes/no?
អត់ទេ ?ot tee No		លោកពូ look puu younger uncle	ឱបដៃបិទភ្នែក ?aob dai bet phnE&k fold arms and close eyes	(មិន/អត់) (min/?ot) (negator)	លោកពូ look puu younger uncle	ចាប់ផ្តើមអធិស្ឋាន cabphdaum ?a?thi?thaan begin to pray	(ទេ) (tee) (negator)
		បងប្រុស bvang broh older brother	នឹងដឹងថាព្រះបញ្ញត្តិមកពីព្រះ nhy dhy thaa preahba'k'iat mook pii preah will know that commandments come from God	បន្ទាប់ពី bontoab pii after	បងប្រុស bvang broh older brother	ចាប់ផ្តើមគោរពព្រះបញ្ញត្តិ cabphdaum koorop preahba'k'iat begin to obey commandments	
	បន្ទាប់មក bontoab mook After/Next,	ខ្ញុំ khk'om I	មានសេចក្តីជំនឿបន្ថែមទៀត mian seckdeicumnua bonthaem tiat have more faith	ហើយ haey and	ខ្ញុំ khk'om I	ចង់អនុវត្តសេចក្តីជំនឿទៀត cang ?a?nu?voat seckdeicumnua tiat want to exercise more faith	
ក្រោយមក kraoy mook Later/Next,	(តើ) (tae) (question word)	បងស្រី bvang srei older sister	នឹងមានបំណងចង់ទទួលបុណ្យជ្រមុជទឹក nhy mian bomnong cang totual boncroomuctuk will have a desire to receive baptism			ចង់បំរើព្រះអង្គ cang bomrae preah?ong want to serve God	(ទេ?) (tee?) (yes/no?)
		លោកពូ look puu younger uncle	អធិស្ឋានទៅព្រះវរបិតាស្ងួត ?a?thi?thaan tuo preahvobeidaa sua pray to Heavenly Father	បន្ទាប់មក bontoab mook Next/Then	លោកពូ look puu younger uncle	នឹងទទួលចម្លើយពីទ្រង់ nhy totual comlaey pii truon will receive an answer from Him	

ក្រោយពីបងអធិស្ឋាន តើបងទទួលចម្លើយទេ?

kraoy pii bvong ?a?thi?thaan tae bvong totual comlaey tee?

After you prayed, did you receive an answer?

លោកពូបានអធិស្ឋាន ។ បន្ទាប់មកតើលោកពូមានអារម្មណ៍យ៉ាងមេចដែរ?

lookpuu baan ?a?thi?thaan. bontoab mook tae lookpuu baan mian ?aarom yaan meec dae?

You prayed. Afterwards, how did you feel?

អត់ទេ ។ ក្រោយពីខ្ញុំអធិស្ឋាន នោះខ្ញុំមិនទទួលចម្លើយទេ ។

?ot tee. kraoy pii khk'om ?a?thi?thaan nuh khk'om min totual comlaey tee.

No. After I prayed, I did not receive an answer.

បន្ទាប់ពីខ្ញុំបានអធិស្ឋាន ខ្ញុំមានអារម្មណ៍ស្ងប់ចិត្ត ។

bontoab pii khk'om baan ?a?thi?thaan khk'om mian ?aarom sngob cet.

After I prayed, I felt calmness in my heart.

## Scenario

While you are teaching your investigator about the Book of Mormon, you feel impressed to share your experience of how you know the Book of Mormon to be true.

**1. Practice:** In groups of two, have one companion take the role of the missionary and have the other companion take the role of the investigator. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice sharing a spiritual experience (as appropriate) with their investigator.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

As you feel appropriate, share a spiritual experience that you have had in coming to know the truthfulness of any Gospel principle.

# Conjunctions: In Order To

	ដើម្បី daumbei <i>In order to</i>	ទទួល totual <i>to receive</i>	ការអភ័យទោស (នោះ) kaaʔaph&ytooh (nuh) <i>forgiveness</i>	យើង yæŋ <i>we</i>	ត្រូវតែ trov tae <i>need to</i>	ប្រែចិត្ត praecet <i>to repent</i>		
បាទ/ចា baat/caa <i>Yes (M/F)</i>		ត្រឡប់ទៅ trolob ʔəo <i>to return to</i>	ស្ថានសួគ៌ sthaansua <i>heaven</i>	(តើ) (tae) <i>(question word)</i>	បងស្រី bawŋ srei <i>older sister</i>	ទទួលបុណ្យជ្រមុជទឹក totual boncroomuctək <i>to receive baptism</i>	ទេ? tee? <i>yes/no?</i>	
អត់ទេ ʔot tee <i>No</i>		មាន mian <i>to have</i>	សុភមង្គល soʔpheaʔmeanjkuə <i>happiness</i>	មនុស្ស monuh <i>men</i>	(មិន/អត់) (min/ʔot) <i>(negator)</i>	គួរតែ kua tae <i>should</i>	ឈប់ជក់បារី chob cuək baarei <i>to stop smoking</i>	
			បុណ្យជ្រមុជទឹក boncroomuctək <i>baptism</i>			ធ្វើ thvəə <i>to do</i>	អ្វី? ʔavei? <i>what?</i>	
	យើង yæŋ <i>We</i>	(មិន/អត់) (min/ʔot) <i>(negator)</i>	ត្រូវតែ trov tae <i>to need to</i>	ប្រែចិត្ត praecet <i>to repent</i>	ដើម្បី daumbei <i>In order to</i>	ទទួល totual <i>to receive</i>	ការអភ័យទោស kaaʔaph&ytooh <i>forgiveness</i>	ពីព្រះវរបិតាសួគ៌ pii preahvobeidaa sua
ព្រះអង្គ preah ʔawŋ <i>God</i>			ចង់ឲ្យយើង cawŋ ʔəoy yæŋ <i>to want to</i>	ទៅព្រះវិហារ ʔəo preahviʔhia <i>go to church</i>	ចងចាំ cawŋ cam <i>to remember</i>	ទ្រង់ truəŋ <i>Him</i>		
បងប្រុស bawŋ broh <i>older brother</i>			គួរតែ kua tae <i>should</i>	ទទួលបុណ្យជ្រមុជទឹក totual boncroomuctək <i>receive baptism</i>	ចូល cool <i>to enter</i>	សេចក្តីសញ្ញា seckdeisaŋkhaa <i>covenant</i>	ជាមួយព្រះ ciamuay preah <i>with God</i>	

ដើម្បីទទួលបុណ្យជ្រមុជទឹក តើខ្ញុំគួរតែធ្វើអ្វី?

daumbei totual boncroomuctæk tae khñom kua tae thvæ ?avei?

*In order to be baptized, what do I need to do?*

តើខ្ញុំអាចធ្វើអ្វីខ្លះ ដើម្បីចងចាំទ្រង់? ។

tae khñom ?aac thvæ ?avei khlah daumbei cawŋ cam truæŋ?

*What can I do in order to remember Him?*

ដើម្បីទទួលបុណ្យជ្រមុជទឹក បងត្រូវតែប្រែចិត្ត ។

daumbei totual boncroomuctæk bawŋ trov tae praecet.

*In order to be baptized, you need to repent.*

បងអាចទៅព្រះវិហារ ដើម្បីចងចាំទ្រង់ ។

bawŋ ?aac tæo preahvi?hia daumbei cawŋ cam truæŋ.

*You can go to church in order to remember Him.*

## Scenario

The bishop has asked you to visit a part member family in the branch. The wife and son were both baptized eight months ago, but the father was unable to keep his commitment when he started working construction in the area. They have one daughter who is too young to be baptized. You set an appointment to visit when the father would be home, and you and your companion decide to teach him about the Gospel of Jesus Christ and the blessings that come from obedience. He believes the Church is true, but he is struggling to see how to be obedient and support his family.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice identifying what blessings the father desires to receive for his family, and then help him to see what he must do to receive those blessings.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

As you are contacting on the street, a young mother asks you what she needs to do to be happy. Briefly help her see what she must do to find happiness, and especially help her to see other more specific blessings that the Gospel will bring in to her life.

# Conjunctions: If/Then

បើ*	បង	អានព្រះគម្ពីរមរមន	នោះ	បង	នឹង	មានសុភមង្គល		
bae	bawng	?aan preahkompil moomoon	nuh	bawng	neung	mian so?phea?mean?kuol		
If	you	read the Book of Mormon	then	you	will	have happiness		
បើសិនជា	អ៊ូប្រុស	ទៅព្រះវិហារ	(តើ)	ព្រះអង្គ	អាច	(មិន/អត់)	ជួយអ៊ូ	ទេ?
bae sen cia	om broh	tao preahvi?hia	(tae)	preah ?awng	?aac	(min/?ot)	cuay om	tee
If	uncle (older)	to go to church	(question word)	God	can	(negator)	help you	yes/no?
ប្រសិនបើ	អ្នកមីង	អធិស្ឋាន		ព្រះវរបិតា			ឆ្លើយសំណួរបស់អ្នកមីង	អ្វី?
brasen bae	neak miing	?a?thi?thaan		preahvobeidaa			chlaay somnua robah neak miing	?avei?
If	aunt (younger)	to pray		Heavenly Father			answer your question	what?
	អ៊ូស្រី	គោរពប្រតិបត្តិព្រះបញ្ញត្តិ		ព្រះយេស៊ូវគ្រីស្ទ			ប្រទានពរជ័យ	(ទេ)
	om srei	koorop protebat preahba?khat		preahyeesuukrih			protian poocay	(tee)
	aunt (older)	to obey commandments		Jesus Christ			bless	(negator)
	បងប្រុស	ទទួលបុណ្យជ្រមុជទឹក		ព្រះវិញ្ញាណបរិសុទ្ធ			ទទួលកម្លាំង	
	bawng broh	totual boncroomuctuk		preahviki?nian bawre?sot			totual komlang	
	brother (older)	to receive baptism		Holy Ghost			receive strength	
	ប្អូនប្រុស	សុំជំនួយ		ប្អូនប្រុស			ដឹកនាំប្អូនប្រុស	
	b?oon broh	som cumnuay		b?oon broh			duk noam b?oon broh	
	brother (younger)	to request help		brother (younger)			lead you (younger brother)	
	បងស្រី	សួរ		បងស្រី			ដឹងថាសាសនាចក្រនេះពិត	
	bawng srei	sua		bawng srei			dung thaa saasnaacak nih pit	
	sister (older)	to ask		sister (older)			know that this church is true	

បើខ្ញុំអធិស្ឋាន តើខ្ញុំនឹងទទួលស្គាល់ចម្លើយទេ?

bae khkom ?a?thi?thaan tae khkom neung totualskoal comlaay tee?  
*If I pray, will I recognize an answer?*

បើខ្ញុំទៅព្រះវិហារ តើខ្ញុំនឹងទទួលពរជ័យអ្វី?

bae khkom tao preahvi?hia tae khkom neung totual poocay ?avei?  
*If I go to church, what blessings will I receive?*

បាទ ។ បើបងអធិស្ឋាន នោះអ្នកនឹងទទួលស្គាល់ចម្លើយ ។

baat. bae bawng ?a?thi?thaan nuh bawng neung totualskoal comlaay.  
*Yes. If you pray, you will recognize an answer.*

បើបងទៅព្រះវិហារ នោះបងនឹងទទួលអារម្មណ៍ពីព្រះវិញ្ញាណបរិសុទ្ធ ។

bae bawng tao preahvi?hia nuh bawng neung totual ?aarom pii preahviki?nian bawre?sot.  
*If you go to church, you will feel the Spirit.*

\*"If" can also be used in the middle of the sentence as in "You will have happiness if you read the Book of Mormon"



## Scenario

After briefly describing the Book of Mormon, you decided to share Moroni 10:4-5 with Choo Vorn. Read Moroni 10:4-5 from the Cambodian Book of Mormon. You feel it important to help him see how doing what is asked in these verses will help him receive blessings, especially of guidance in his life.

**1. Practice:** After splitting the class in two groups, have one missionary take the role of the investigator and have the other missionaries take the role of the missionaries. Read Moroni 10:4-5 as two groups with missionaries reading a line each. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice explaining what blessings the investigator can receive by obedience to the commitments the missionaries wish to extend. Have the missionaries “popcorn teach” by having a missionary pass the opportunity to teach and invite to commit by saying “popcorn” and the name of the next missionary. The previous missionary will now become the investigator.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

You are meeting with Buu Narith who has been struggling to obey the Word of Wisdom. Help him see what things he can do to receive strength, and help him see that he must obey the Word of Wisdom to receive even greater blessings in his life.

# Conjunctions: Because

	ព្រះវរបិតា preahvobeidaa Heavenly Father	បានដកយកព្យាការីពីផែនដី baan dook yook pyiakaarei pii phaendei removed prophets from the Earth	ពីព្រោះ* piipruah because	មនុស្សច្រើនមិនជឿទេ monuh craxn min cxa tee many people did not believe
តើ tae question word	ព្រះវិញ្ញាណបរិសុទ្ធ preahvithian boore?sot Holy Ghost	(មិន/អត់) (min/?ot) (negator) ស្លាប់/សុគត slab/so?kut to die/ to die (royal)		ទ្រង់ស្រលាញ់កូនចៅរបស់ទ្រង់ truəŋ srolaŋ kooncau robəh truəŋ He loves His children ទេ? tee? yes/no?
បាទ/ចា baat/caa Yes (M/F)	ព្យាការី pyiakaarei prophets	ជ្រើសរើសយ៉ូសែបស្មីធ crəəhrəəh yoosaeb smiit chose Joseph Smith		យើងត្រូវការព្យាការី yəəŋ trov kaa pyiakaarei we need a prophet (ទេ) (tee) (negator)
អត់ទេ ?ot tee No	យើង yəəŋ we	អាចមានជីវិតដ៏អស់កល្បជានិច្ច ?aac mian ciivit doo ?əhkaal cianec can have eternal life		ផែនដីគ្មានព្យាការីទេ phaendei kmian pyiakaarei tee the Earth did not have a prophet
	មនុស្សលោក monuh look the world (people)	គ្មានសេចក្តីពិតទាំងអស់ kmian seckdeipit tean ?əh did not have all truth		ព្យាការីមានសិទ្ធិអំណាចពីព្រះ pyiakaarei mian sethi?əmnac pii preah prophets have authority from God
	សាសនាចក្រ saasnaacak the Church	ត្រូវការព្យាការី trov kaa pyiakaarei needs a prophet	ដោយសារ daoy saa because (of)	មនុស្សអាក្រក់ monuh ?aakrək wicked people  ព្រះយេស៊ូវគ្រីស្ទ preahyeesuukrih Jesus Christ

ហេតុអ្វីព្រះយេស៊ូវគ្រីស្ទបានសុគតដើម្បីយើង?  
haet ?avei preahyeesuukrih baan so?kut daumbei yəəŋ?  
Why did Jesus Christ die for us?

តើយើងអាចមានជីវិតដ៏អស់កល្បជានិច្ចដោយសារព្រះយេស៊ូវគ្រីស្ទទេ?  
tae yəəŋ ?aac mian ciivit doo ?əhkaal cianic daoy saa preahyeesuukrih tee?  
Can we have eternal life because of Jesus Christ?

ព្រះយេស៊ូវគ្រីស្ទបានសុគតដើម្បីយើង ពីព្រោះទ្រង់ស្រលាញ់យើង ។  
preahyeesuukrih baan so?kut daumbei yəəŋ piipruah truəŋ srolaŋ yəəŋ.  
Jesus Christ died for us because he loves us.

បាទ។ យើងអាចមានជីវិតដ៏អស់កល្បជានិច្ច ដោយសារព្រះយេស៊ូវគ្រីស្ទ ។  
baat. yəəŋ ?aac mian ciivit doo ?əhkaal cianic daoy saa preahyeesuukrih.  
Yes. We can have eternal life because of Jesus Christ.

\*Because can also be switched to the beginning of the sentence with the word "នៅ៖" connecting the two clauses.

## Scenario

You are teaching about the Great Apostasy and Restoration to your investigator Phoan. Using the Restoration pamphlet, help him to understanding why the truth was lost and why it needed to be restored.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice teaching about the Great Apostasy and Restoration. Make sure to ask effective questions to ensure he understands the doctrine clearly.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

While you were sending email home to your family on preparation day, the person sitting next to you noticed that you are a missionary. He/she explains that he/she read a pamphlet other missionaries left him/her three months earlier. He/she asked if you could explain more about Joseph Smith and his story. Have one missionary take the role of the investigator and have the other missionary take the role of the missionary. Explain briefly about the Apostasy/Restoration so that your investigator understands the importance of the Restoration clearly.

# Conjunctions: Even Though/Although

	ទោះ(ជា) tua (cia) <i>Even though</i>	ជីវិតពិបាក ciivit pibaak <i>life is difficult</i>	ក៏ដោយ* koo daoy ,	យើងនឹងទទួលជីវិតដ៏អស់កល្បជានិច្ច yœŋ nœŋ totual ciivit dɔɔ ?ɔhkaal cianec <i>we will receive eternal life</i>	
បាទ/ចាំ baat/caa <i>Yes (M/F)</i>		យើងមិនល្អឥតខ្ចោះ yœŋ min l?ɔɔ ?ətkhcoh <i>we are not perfect</i>	(តើ) (tae) <i>question</i>	ព្រះវរបិតានៅតែស្រលាញ់យើង preahvobeidaa nœŋ tae srolaŋ yœŋ <i>Heavenly Father still loves us</i>	(ទេ?) (tee?) <i>(yes/no?)</i>
អត់ទេ ?ɔt tee <i>No</i>		អ្នកចង់ទទួលបុណ្យជ្រមុជទឹក neak cœŋ totual boncroomuctak <i>you want to receive baptism</i>		អ្នកត្រូវតែប្រែចិត្តសិន neak trov tae praecet sen <i>you need to repent first</i>	
		យើងជួយអត់បាន yœŋ cuay ?ɔt baan <i>we can't help</i>		ព្រះវរបិតាអាចជួយអ្នកបាន preahvobeidaa ?aac cuay neak baan <i>Heavenly Father can help you</i>	
		អ្នកមិនទាន់ដឹងពីសេចក្តីពិតនេះទេ neak min toan dœŋ pii seckdeipit nih tee <i>you do not yet know this is true</i>		អ្នកអាចដឹងបានតាមរយៈការអធិស្ឋាន neak ?aac dœŋ baan taam royea? kaa?a?thi?thaan <i>you can know through prayer</i>	
Alternate Structure: (តើ) Question Word		យើងនឹងទទួលជីវិតដ៏អស់កល្បជានិច្ច yœŋ nœŋ totual ciivit dɔɔ ?ɔhkaal cianec <i>We will receive eternal life</i>	(ទេ?) (tee?) <i>(yes/no?)</i>	ទោះជា tua cia <i>even though</i>	ជីវិតពិបាក ciivit pibaak <i>life is difficult</i>
		ព្រះវរបិតានៅតែស្រលាញ់យើង preahvobeidaa nœŋ tae srolaŋ yœŋ <i>Heavenly Father still loves us</i>			(យ៉ាងណា)ក៏ដោយ (yaan naa) koo daoy <i>even though</i>
				យើងមិនល្អឥតខ្ចោះ yœŋ min l?ɔɔ ?ətkhcoh <i>we are not perfect</i>	

តើយើងអាចទៅព្រះវិហារទេ ទោះជាយើងមិនមែនជាសមាជិក?  
 tae yœŋ ?aac tœŋ preahvi?hia tee tua (cia) yœŋ min mɛɛn cia samaacik?  
*Can we go to church even though we aren't members?*

ទោះជាយើងធ្វើអំពើបាប តើយើងអាចទទួលជីវិតដ៏អស់កល្បជានិច្ចទេ?  
 tua (cia) yœŋ thvœ ?œmpœbaab tae yœŋ ?aac totual ciivit dɔɔ ?ɔhkaal cianic tee?  
*Can we receive eternal life even though we sin?*

បាទ ។ យើងអាចទៅព្រះវិហារ ទោះជាយើងមិនមែនជាសមាជិកក៏ដោយ ។  
 baat. yœŋ ?aac tœŋ preahvi?hia tua (cia) yœŋ min mɛɛn cia samaacik koo daoy.  
*Yes, we can go to church even though we aren't members.*

បាទ ។ បើសិនជាយើងប្រែចិត្ត យើងនៅតែអាចទទួលជីវិតដ៏អស់កល្បជានិច្ច ។  
 baat. baɛ sen cia yœŋ praecet yœŋ nœŋ tae ?aac totual ciivit dɔɔ ?ɔhkaal cianic.  
*Yes. If we repent, we can still receive eternal life.*

\*The full phrase separating clauses can include (យ៉ាងណា)ក៏ដោយ(នោះ)•

## Scenario

Sovann, a member of the branch presidency just lost his wife to a serious illness this last week. While he has a very strong testimony of the Gospel, he is in need of comfort. You and your companion decide to go visit him and his three young children to help him see how the Lord is still watching over his family.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice sharing a message of comfort with Sovaan.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

Your investigator Rothanak is struggling to overcome the Word of Wisdom. He has a testimony of the restored Gospel, but he simply is struggling to overcome his addictions. Help him understand that the Lord can help him overcome these trials.

# Need/Should

	យើង yəəŋ We		ត្រូវតែ trov tae need (a verb)	គោរពប្រតិបត្តិ koorop prətə?bat to obey	ព្រះបញ្ញត្តិ preahbaŋkʰat commandment	ទាំងអស់ tean ʔəh all	
តើ tau question word	ខ្ញុំ khŋom I	(មិន/អត់) (min/ʔət) (negator)	គួរតែ kua tae should	អាន ʔaan to read	ព្រះគម្ពីរ preahkompʰii Scriptures	រាល់ថ្ងៃ roal thŋai everyday	ពេលណា? peel naa? when?
ហេតុអ្វី haet ʔavei Why?	បង bɔɔŋ You		ត្រូវការ trov kaa need (a noun)	អធិស្ឋាន ʔa?thi?thaan to pray	ជាមួយក្រុមគ្រួសារ krom kruasaa family	មួយដង muay dɔɔŋ one time	នៅ(ឯ)ណា? nəo (ae) naa? where?
បាទ/ចា baat/caa Yes	គាត់ koat He/she				បុណ្យជ្រមុជទឹក boncroomuctək baptism	ថ្ងៃអាទិត្យ thŋai ʔaatit Sunday	ដោយរបៀបណា? daoy robiab naa? how? (by which method)
អត់ទេ ʔət tee No					ព្រះវរបិតា preahvobeidaa Heavenly Father	ជានិច្ច cianec always	អ្វី? ʔavei? what?
					ការល្អ kaa lʔɔɔ good (noun)		ទេ? tee? yes/no?
							(ទេ) (tee) (negator)

តើខ្ញុំត្រូវតែអធិស្ឋានតែមួយដងទេ?

tau khŋom trov tae ʔa?thi?thaan tae muay dɔɔŋ tee?

Do I need to pray only once?

ហេតុអ្វីគាត់ត្រូវការបុណ្យជ្រមុជទឹក?

haet ʔavei koat trov kaa boncroomuctək?

Why does he need baptism?

អត់ទេ។ បងមិនត្រូវតែអធិស្ឋានតែមួយដងទេ។ បងត្រូវតែអធិស្ឋានជាច្រើន ។

ʔət tee. bɔɔŋ min trov tae ʔa?thi?thaan muay dɔɔŋ tee. bɔɔŋ trov tae ʔa?thi?thaan craun.

No. You do not need to pray only once. You need to pray a lot.

គាត់ត្រូវការបុណ្យជ្រមុជទឹកពីព្រោះបុណ្យជ្រមុជទឹកគឺជាសេចក្តីសញ្ញាទីមួយ ។

koat trov kaa boncroomuctək piipruah boncroomuctək kəu cia seckdeisaŋkʰaa tii muay.

He needs baptism because baptism is the first covenant.

## Scenario

During your weekly planning session, you and your companion need to discuss the needs of your investigators, less-active members, and recent converts who you are teaching. Using your current progressing investigators, discuss their needs and make plans for what you will teach in the coming week.

**1. Practice:** As companionships, using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries discuss and plan for the needs of their investigators for the coming week.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

In district meeting, you decide to discuss the most pressing needs of your district. As a district with the district leader leading the discussion, discuss your needs and set goals to improve.



# Comparing/Contrasting

		ព្រះគម្ពីរមរមន	និង	ព្រះគម្ពីរបរិសុទ្ធ	មាន	ព្យាការី	ខុសគ្នា	
		preahkompīi moomoon	នម្ប	preahkompīi bōore?sot	mian	pyiakaarei	khoh knia	
		<i>Book of Mormon</i>	<i>and</i>	<i>Bible</i>	<i>have</i>	<i>prophets</i>	<i>different from each other</i>	
តើ				(មិន/អត់)	បង្រៀន	ដំណឹងល្អ	ដូចគ្នា	ទេ?
tae				(min/?ot)	bōngrian	dōmnay l?w	dooc knia	tee?
question				(negator)	<i>to teach</i>	<i>the Gospel</i>	<i>same as each other</i>	<i>yes/no?</i>
បាទ/ចា					មកពី	ការបង្រៀន	ស្រដៀងគ្នា	(ទេ)
baat/caa					mook pii	kaabōngrian	srodian knia	(tee)
Yes (M/F)					<i>come from</i>	<i>teachings</i>	<i>similar to each other</i>	(negator)
អត់ទេ	ព្រះគម្ពីរមរមន	(មិន/អត់)	មាន	ព្យាការី	ខុសពី	ព្រះគម្ពីរបរិសុទ្ធ		យ៉ាងមេចដែរ?
?ot tee	preahkompīi moomoon	(min/?ot)	mian	pyiakaarei	khoh pii	preahkompīi bōore?sot		yaan meec dae?
No	<i>Book of Mormon</i>	(negator)	<i>have</i>	<i>prophets</i>	<i>different from</i>	<i>Bible</i>		<i>how?</i>
			បង្រៀន	ដំណឹងល្អ	ដូចជា			
			bōngrian	dōmnay l?w	dooc cia			
			<i>to teach</i>	<i>the Gospel</i>	<i>same as</i>			
			មកពី	ការបង្រៀន	ស្រដៀងនិង			
			mook pii	kaa bōngrian	srodian nuy			
			<i>come from</i>	<i>teachings</i>	<i>similar to</i>			

តើព្រះចេស្ដានឹងអំណោយទាននៃព្រះវិញ្ញាណបរិសុទ្ធខុសគ្នាយ៉ាងមេចដែរ?  
 tae preahceesdaa nuy ?ōmnaoy tian nēi preahvīkīian bōore?sot khoh knia yaan meec dae?

*How is the power and the gift of the Holy Ghost different?*

តើអ្នកផ្សព្វផ្សាយសាសនានឹងព្យាការីដូចគ្នាទេ?

tae neakphsōpphsaaysaasnaa nuy pyiakaarei dooc knia tee?

*Are missionaries and prophets the same?*

អំណោយទាននៃព្រះវិញ្ញាណបរិសុទ្ធសំរាប់តែសមាជិកដែលទទួលបុណ្យជ្រមុជទឹកប៉ុណ្ណោះ ។  
 ?ōmnaoy tian nēi preahvīkīian bōore?sot sōmrab tae samaacik dael totual boncroomuctək ponnōh.

*The Gift of the Holy Ghost is for only members who receive baptism.*

អត់ទេ ។ ពួកខ្ញុំនឹងព្យាការីមិនដូចគ្នាទេ ។

?ot tee. puak khīom nuy pyiakaarei min dooc knia tee.

*No. We are not the same as prophets.*

## Scenario

Your investigator Raa is a very devout Christian, and his main concern is about the Book of Mormon. While you have been teaching, he regularly asks questions about where he may find what you are teaching in the Bible.

**1. Practice:** In groups of four, have one companionship take the role of the investigators and have the other companionship take the role of the missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice helping Raa understand how the Book of Mormon and Bible are similar but different. Especially focus on how he must read the Book of Mormon and pray to gain a witness of its divinity.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

Your best friend back home has expressed interest in learning about the Gospel through letters you have written. Write a letter home in script to your friend explaining how the Book of Mormon is similar yet different from the Bible.



In Cambodian, passive voice is rarely used in speech, but it is very common in written language. “Jesus Christ was killed by wicked men,” is an example of passive voice. Cambodian has two patterns for passive voice: (1) “Jesus Christ was killed by wicked men” (Receiver of action+passive voice indicator+verb+“by”+actor) or (2) “Jesus Christ was wicked men killed” (Receiver+passive voice indicator+actor+verb). The first form is rarely used. If the actor is not given, it may be dropped from the sentence. Have the missionaries change the examples listed below to Cambodian passive voice using English words.

Jesus Christ was killed by wicked men.

I was taught by the missionaries.

The Priesthood was removed from the Earth by God.

I was called by the Prophet.

Jesus Christ was chosen by Heavenly Father.

Lehi was asked to go to the Promised Land.

Nephi was led by the Spirit.

The children were blessed by the Lord.

Mormon was called at the age of 10.

Helaman was respected by his stripling warriors.

Jesus Christ was tempted by Satan.

Nephi was told by Lehi where he should hunt.

The Lord was revealed to the brother of Jared.

The three Nephites were touched by the Lord.

Jesus Christ was baptized by John the Baptist.

I was bitten by the dog.

Prophets were called of God.

The Gospel was restored by a loving Father in Heaven.

The scriptures were written by the prophets.

Nephi was mocked by his brothers.

Joseph Smith was persecuted.

Alma was harrowed up by his sins.

The Nephites were destroyed.

They were taught by Alma by the waters of Mormon.

The scriptures were buried by Moroni.

Satan was cast out by the Savior.

Laman and Lemuel were smitten for their murmuring.

Lehonti was persuaded to come down from the mount.

The Lord was followed by the apostles.

The commandments were given by the Lord.

# Passive Voice

	ព្រះយេស៊ូវគ្រីស្ទ <i>preahyeesuukrih</i> <i>Jesus Christ</i>		ត្រូវ(បាន) <i>trov (baan)</i> <i>(passive)</i>	មនុស្សទុច្ចរិត* <i>monuh tucca?ret</i> <i>wicked men</i>	សម្លាប់ <i>somlab</i> <i>to kill</i>	
តើ <i>tae</i> <i>Question Word</i>	ព្យាករី <i>pyiakaarei</i> <i>Prophet</i>	(មិន/អត់) <i>(min/?ot)</i> <i>(negator)</i>	បានត្រូវ <i>baan trov</i> <i>(passive past)</i>	ព្រះអង្គ <i>preah ?ong</i> <i>God</i>	ហៅ <i>hau</i> <i>to call</i>	ទេ? <i>tee</i> <i>yes/no?</i>
បាទ/ចា <i>baat/caa</i> <i>Yes (M/F)</i>	យ៉ូសែប ស្មីត <i>yoosaeb smiit</i> <i>Joseph Smith</i>		នឹងត្រូវ <i>neuh trov</i> <i>(passive future)</i>	ព្រះវិញ្ញាណបរិសុទ្ធ <i>preahvikiian boore?sot</i> <i>Holy Ghost</i>	ជ្រើសរើស <i>creəhrəəh</i> <i>to choose</i>	យ៉ាងមេច? <i>yaan meec dae?</i> <i>how? (generic)</i>
អត់ទេ <i>?ot tee</i> <i>No</i>	បព្វជិតភាព <i>bopvacita?phiap</i> <i>Priesthood</i>			ព្រះវរបិតា <i>preahvobeidaa</i> <i>Heavenly Father</i>	ស្តារឡើងវិញ <i>sdaa laeuh viñ</i> <i>to restore</i>	ដោយរបៀបណា? <i>daoy robiab naa?</i> <i>how? (in what way)</i>
ហេតុអ្វី <i>haet ?avei</i> <i>Why?</i>	សាសនាចក្រនៃព្រះយេស៊ូវគ្រីស្ទ <i>saasnaacak nɛi preahyeesuukrih</i> <i>Church of Jesus Christ</i>			យ៉ូសែប ស្មីត <i>yoosaeb smiit</i> <i>Joseph Smith</i>	ស្ថាបនា <i>staab?naa</i> <i>to establish</i>	(ទេ) <i>(tee)</i> <i>(negator)</i>
	សាវ័ក <i>saveak</i> <i>Apostle</i>			ព្យាករីបុរាណ <i>pyiakaarei boraan</i> <i>ancient prophet</i>	បកប្រែ <i>boakkbrae</i> <i>to translate</i>	
	ព្រះគម្ពីរមរមន <i>preahkompil moomoon</i> <i>Book of Mormon</i>				សរសេរ <i>soovsee</i> <i>to write</i>	

តើយើងត្រូវបានព្រះអង្គហៅទេ?

*tae yəəŋ trov baan preah?ong hau tee?*  
*Are we called of God?*

តើព្រះយេស៊ូវគ្រីស្ទត្រូវបានមនុស្សទុច្ចរិតសម្លាប់យ៉ាងមេច?

*tae preahyeesuukrih trov baan monuh tucca?ret somlab yaan meec?*  
*How was Jesus Christ killed by wicked men?*

បាទ ។ យើងត្រូវបានព្រះអង្គហៅ ។

*baat. yəəŋ trov baan preah?ong hau.*  
*Yes. We are called of God.*

ព្រះយេស៊ូវគ្រីស្ទត្រូវបានមនុស្សទុច្ចរិតសម្លាប់ ។

*preahyeesuukrih trov baan monuh tucca?ret chkaan.*  
*Jesus Christ was crucified by wicked men.*

\*The actor can be dropped.

## Scenario

Chantara is a referral from a recent convert in your ward. She is an older woman who has two daughters and a granddaughter who live with her. You only have time for a short overview of the Restoration.

**1. Practice:** In groups of two, have one companion take the role of the missionary and have the other companion take the role of the investigator. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries practice giving a short overview of the Restoration focusing on using the passive voice grammar principle.

**2. Re-practice:** Switch roles and repeat the practice activity.

## Additional Scenario(s)

Using the Book of Mormon, find a scripture that uses passive voice and teaches about the Restoration. As you are teaching Chantara this time, share the scripture that you have chosen.

យើង yəəŋ We	បង្រៀន bəŋrian teach	គ្រួសារ kruasaa family	ដែល dael which	គួរឲ្យ kua ?aoy (...able)	ស្រឡាញ់ srɔlaŋ love
ប្រធានសាខា prothian saakhaa Branch President	ស្គាល់ skoal to be familiar with	សុខា sokhaa Sokhaa (name)	(ដែល) (dael) which	(មិន/អត់) (min/?ət) (negator)	គួរ(ឲ្យ) kua (?aoy) (...able) ចូលចិត្ត coolcet to like
ប្រធានសមាគមសង្គ្រោះ prothian sa?maakom səŋkruah Relief Society President	ត្រូវតែសួរសុខទុក្ខ trov tae sua soktuk to need to visit	អ្នករៀន neak rian investigator			ចាប់អារម្មណ៍ cab ?aarom to be interested
ប្រធានក្រុមអីលឌើរ prothian krom ɛɛldəə Elder's Quorum President	អាចជួយយើងបង្រៀន ?aac cuay yəəŋ bəŋrian can help us teach	សមាជិកមិនសកម្ម samaacik min sa?kam less-active member			បង្រៀន bəŋrian to teach
អ្នកដឹកនាំបេសកកម្មក្នុងវូដ neakdəknoam peesa?ka?kam knoŋ vuad Ward Mission Leader	បង្រៀនតាមផ្ទះ bəŋrian taam phteah to home teach	មិត្តភក្តិ mitpheap friend			អាណិត ?aanet to pity
ប្រធានយុវជន prothian yu?vea?cuən Young Men's President	ស្វែងរក svaen rook to search for	អ្នកដែលចង់រៀន neak dael cəŋ rian referral			ជួយ cuay to help
ប្រធានយុវនារី prothian yu?vea?niarii Young Women's President					ស្តាយ sdaay to be sad

តើលោកស្គាល់អ្នករៀនគួរឲ្យចូលចិត្តទេ?

taɯ lookpuu skoal neak rian kua ?aoy coolcet tee?  
Do you know an investigator that is likeable?

តើប្រធានយុវជនអាចជួយយើងបង្រៀនសុខាដែលគួរឲ្យចាប់អារម្មណ៍បានទេ?

taɯ brəthian yu?vea?cuən ?aac cuay yəəŋ bəŋrian sokhaa dael kua ?aoy cab ?aarom baan tee?  
Can the Young Men's President help us teach Sokhaa who is interesting?

បាទ ។ ខ្ញុំស្គាល់អ្នករៀនដែលគួរឲ្យចូលចិត្ត ។

baat. khŋom skoal neak rian dael kua ?aoy coolcet.  
Yes. I know a likeable investigator.

បាន ។ ប្រធានយុវជនអាចជួយអីលឌើរបង្រៀនសុខាដែលគួរឲ្យចាប់អារម្មណ៍បាន ។

baan. prəthian yu?vea?cuən ?aac cuay ?ɛɛldəə bəŋrian sokhaa dael kua ?aoy cab ?aarom baan.  
Yes. The Young Men's President can help you teach Sokhaa who is interesting.



## Scenario

The ward council wants to get to know your investigators a little better, so they ask you to describe your investigators. While discussing, you also need to request some help from the ward to meet the needs of these investigators.

**1. Practice:** Have one companionship take the role of the missionaries, and have the rest of the class be the ward council. Using the grammar principle and vocabulary of this lesson and any other vocabulary or principle the missionaries may know, have the missionaries share a little about their investigators with the rest of the class asking questions about their progressing investigators. Have the missionaries request help meeting the needs of their investigators from the ward council.

**2. Re-practice:** Rotate the companionship who is taking the role of the missionaries and repeat the practice activity until each companionship has had an opportunity to practice.

## Additional Scenario(s)

While meeting with your investigator, you ask him to describe his friends, so you can get a better feel for who may be interested. Have one companionship take the role of the investigators and describe their friends, and have the other companionship take the role of the missionaries.

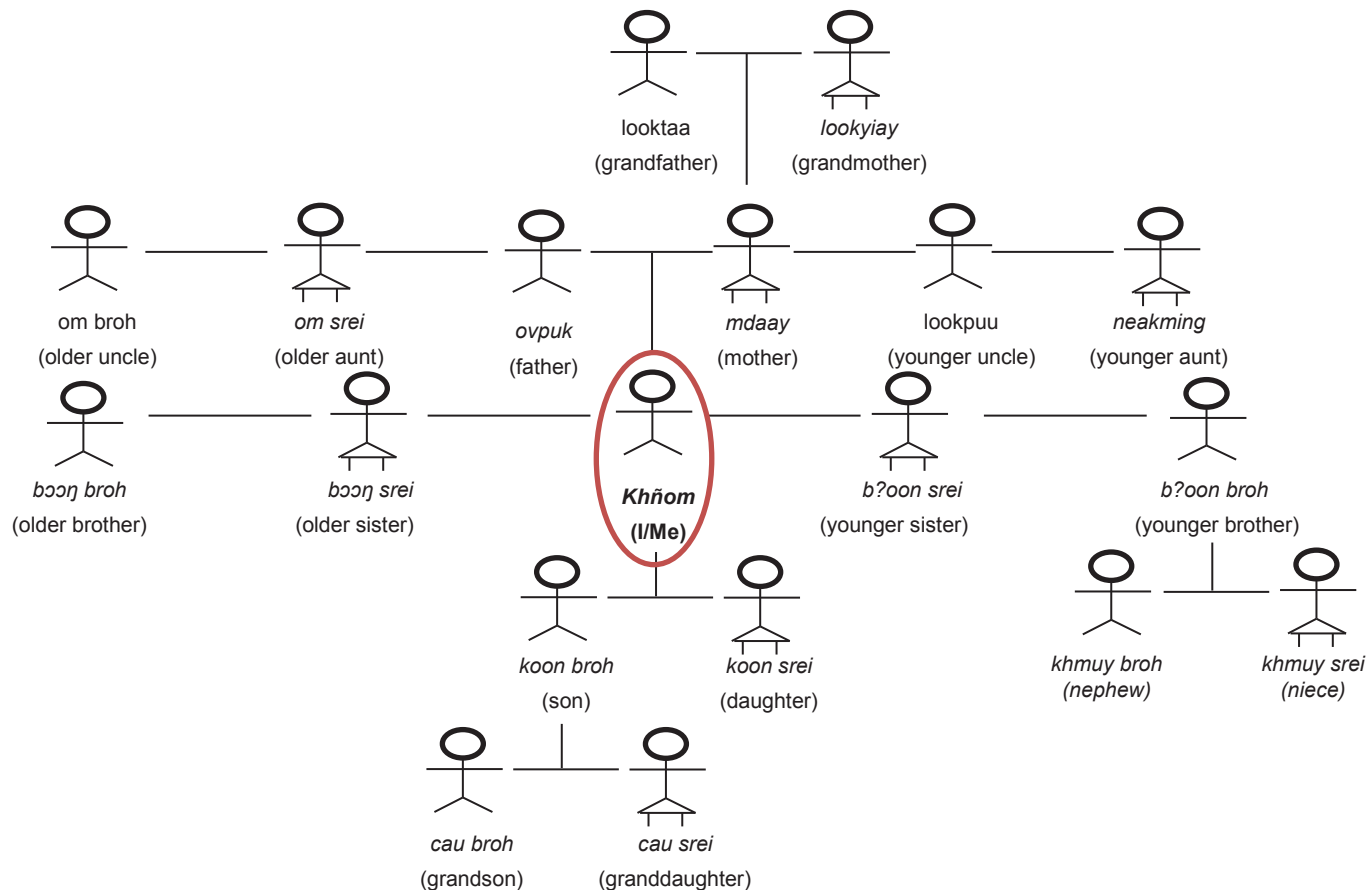
# Appendix-References

	Grammar Principle	Minor Grammar Principles	Context	Grammar Book
1	To Be	Negation of “to be”, Yes/No Questions, Noun+Adjective	Teaching About God Is Our Loving Heavenly Father	84
2	Possession	Negation, “Who?”	Teaching About the Plan of Salvation	119
3	Requests		Teach When You Find, Find When You Teach	44/46
4	Script		n/a	4-16
5	Terms of Address		n/a	70-71
6	Sandwiches	“What?”	Teaching About Prayer	
7	Verb Tenses	“Why?”	Teaching About the Plan of Salvation	87
8	ថា vs. ដែល		n/a	136/139
9	Classifiers	Numbers, “How many?”	Introducing a New Missionary to the Area	115
10	In Order To		Teaching About the Gospel of Jesus Christ	161
11	If/Then		Promising Blessings	159
12	Need	Frequency, Days of the Week, “When?”, “Where?”	Discussing the Needs of Investigators During Planning	99
13	Ordinal Numbers		Sharing a Scripture	114
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In Cambodian, the word “you” changes depending on the person with whom you are speaking. Instead of one generic “you” word, Cambodians refer to each other as uncle, brother, sister, etc. The term used depends on the age and gender in relation to you or your family members. Using the family tree depicted below in conjunction with the following pattern, have the missionaries describe their families to their companions:

**Q:** តើ អើលខ្មែរ (ស៊ីស្ទើរ) មាន បងប្អូន ប៉ុន្មាន នាក់? (Elder/Sister) have siblings how many people?

**A:** ខ្ញុំ មាន បងប្អូន ៧ នាក់ ។ I have siblings 7 people.





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